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ABSTRACT

The purpose of this document is to provide guidance and counseling professionals with a curriculum to enhance the school guidance and counseling program by providing sequential, developmentally planned activities for all students to gain an understanding of their academic, social, cognitive, and emotional development; become knowledgeable about educational and occupational opportunities; and utilize this learning to craft their educational and career plans. This guidance curriculum resource provides the opportunity to learn skills in the following areas: interpersonal, decision making, teamwork, and oral and written communication. It teaches students to locate information, use resources, test interpretations, conduct accurate self assessment, goal plan, use learning to organize and apply knowledge and skills, analyze information, and understand directions. It is important that these guidance activities be integrated within the other school curricula. The first section explains how to use the resource. This is followed by three sections of activities: one for elementary schools, one for middle/junior high schools, and one for high schools. The appendix provides handouts to be duplicated and given to the students who are completing the activities. (MKA)

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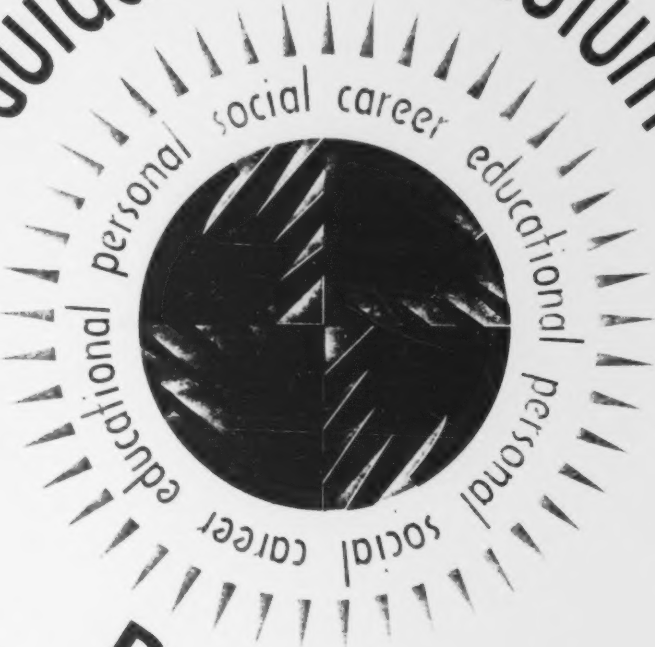
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Guidance Curriculum Resource

Rationale

The purpose of this document is to provide guidance and counseling professionals with a curriculum to enhance the guidance and counseling program by providing sequential, developmentally planned activities for all students to gain an understanding of their academic, social, cognitive, and emotional development; become knowledgeable about educational and occupational opportunities; and utilize this learning to craft their educational and career plans. The guidance curriculum resource provides the opportunity to learn skills in the following areas: interpersonal, decision making, teamwork, oral, and written communication. It teaches them to locate information, use resources, test interpretations, conduct accurate self assessment, goal plan, use learning to organize and apply knowledge and skills, analyze information, and understand directions.

The guidance curriculum can complement other programs within the district that provide the student with personal, social, career, and educational skills. These programs are not limited to, but may include the following: Graduation, Reality, and Dual-Role Skills (GRADS); Graduation, Occupation, and Living Skills (GOALS); Jobs for Ohio's Graduates (JOGS); Family and Consumer Sciences; Drug Free Schools; Career Development; Physical Education; Health; Training Ohio's Parents for Success (TOPS); Conflict Resolution, and DARE.

Implementation

It is important that these guidance activities be integrated with the other curricula within the school. This is accomplished by working with the principal and/or curriculum director. It is important to consider the amount of counselor/instructor time that is to be dedicated to the implementation of these activities. Some suggested implementation strategies follow:

- share class time with another discipline
- conduct lessons during alternating grading periods, i.e. every other nine week grading period
- team with other programs with similar content, i.e. Drug Free Schools, Family and Consumer Sciences, Health
- adjust class schedule for one day each week, i.e. shorten each period by five minutes to create another class period
- put group guidance on the master schedule as a required or elective class
- provide staff development to teachers to facilitate their use of some of the activities.

Regardless of the organizational approach, all students need to have equal access to activities that enhance their educational development, motivation, and achievement.

Curriculum

This guidance curriculum resource document provides the district with a tool to support student learning and enhance student skill development. The document contains competency-based curricular activities for elementary, middle/junior high, and high school students. It is a resource for districts with guidance curricula and for districts without guidance curricula. It provides districts without curricula a starting point in the development of a local guidance curriculum. It provides districts with curricula an opportunity to enhance, modify, or expand on their current efforts.

The activities in this document are classified by domains and competencies. The following outline identifies the domains and competencies. There is a strong relationship here to the National Occupational Information Coordinating Committee's (NOICC) guidelines and the academic development, career development and personal/social development standards developed by the American School Counselor Association. This relationship is indicated in the matrix found in the Appendix.

The classification that follows is used as one means of organizing the activities in this document. It is not intended to be an endorsement nor requirement from the Ohio Department of Education.

Personal Social Domain

Competency I:	Knowledge of the importance of self concept
Competency II:	Skills to interact appropriately with others
Competency III:	Understanding the importance of growth and change
Competency IV:	Understanding the importance of responsibility for themselves and management of the environment
Competency V:	Understanding the interrelationships of life roles
Competency VI:	Development of cross-cultural effectiveness
Competency VII:	Development of understanding and respect for differences and diversity

Educational Domain

Competency VIII:	Development of an educational program that fulfills educational goals and objectives
Competency IX:	Development of school and classroom survival skills
Competency X:	Development of the motivation to achieve
Competency XI:	Understanding of the educational requirements, options, and opportunities
Competency XII:	Development of critical thinking and problem solving skills

Career Domain

Competency XIII:	Understanding the relationship between work and learning
Competency XIV:	Skills to understand and use career information
Competency XV:	Awareness of how work relates to the needs and functions of society
Competency XVI:	Understanding the different occupations and changing male/female roles

Guidance Curriculum Resource

personal
social
career
educational
personal
social
career
educational

How To Use This Resource

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How to Use the Guidance Curriculum Activities Document

This resource is divided into elementary, middle/junior high, and high school so that educators can integrate the personal/social, educational, and career domain/ student competencies within classroom lesson planning.

As your guidance team develops your school district's guidance program, your program components may resemble the ones in this document. When developing a competency-based program, your team may use the same domains, student competencies, and indicators as those used in this document, select different ones, add to, or delete from ones presented. The competencies and student indicators herein are not based on developmental progression. Rather they are meant to teach basic skills and concepts that students need to be able to comfortably navigate through life. The document is also designed to exemplify a reasonable program scope for developmental guidance in which students, invariably, do not receive daily instruction.

Once your team has made decisions about areas of focus for your students, determine what experiences will be provided, assigned, and orchestrated so that students accomplish the stated objectives. These experiences are the activities to use. You may choose those suggested in this curriculum and supplement with other exercises. Often additional exercises are offered in the appendices.

Whenever students are expected to learn certain skills or to gain particular understandings, we need to ascertain student achievement. Follow-up/evaluation activities are offered for each student indicator.

GUIDANCE CURRI
TABLE OF
PERSONAL/SOC

	Competency I: Knowledge of the importance of self concept	Competency II: Skills to interact appropriately with others	Competency III: Understanding the importance of growth and change
	INDICATOR	**INDICATOR**	**INDICATOR**
ELEMENTARY SCHOOL	1. describe themselves physically, emotionally, and intellectually 2. identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes 3. identify and demonstrate appreciation for their personal interests, abilities, and skills 4. demonstrate an understanding of the unique personal characteristics and abilities of themselves and others	1. acquaint themselves with members of their class(es) 2. become aware of and fulfill the responsibilities of being a group member 3. learn the importance of rules 4. learn to use a decision-making process 5. identify and practice strategies used in conflict resolution	1. demonstrate knowledge and use of good health habits 2. learn how to identify and manage stress 3. recognize and manage physical, emotional, and intellectual changes in self and others
MIDDLE SCHOOL/JUNIOR HIGH SCHOOL	1. describe themselves physically, emotionally, and intellectually 2. identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes 3, identify and demonstrate appreciation for their personal interests, abilities, and skills 4. demonstrate an understanding of the unique personal characteristics and abilities of themselves and others	1. acquaint themselves with members of their class(es) 2. become aware of and fulfill the responsibilities of being a group member 3. learn the importance of rules 4. learn to use a decision-making process 5. identify and practice strategies used in conflict resolution	1. demonstrate knowledge and use of good health habits 2. learn how to identify and manage stress 3. recognize and manage physical, emotional, and intellectual changes in self and others
HIGH SCHOOL	1. describe themselves physically, emotionally, and intellectually 2. identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes 3, identify and demonstrate appreciation for their personal interests, abilities, and skills 4. demonstrate an understanding of the unique personal characteristics and abilities of themselves and others	1. acquaint themselves with members of their class(es) 2. become aware of and fulfill the responsibilities of being a group member 3. learn the importance of rules 4. learn to use a decision-making process 5. identify and practice strategies used in conflict resolution	1. demonstrate knowledge and use of good health habits 2. learn how to identify and manage stress 3. recognize and manage physical, emotional, and intellectual changes in self and others

CULUM RESOURCE
CONTENTS
CIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment	Competency V: Understanding the interrelationships of life roles	Competency VI: Development of cross-cultural effectiveness	Competency VII: Development of understanding and respect for differences and diversity
INDICATOR	**INDICATOR**	**INDICATOR**	**INDICATOR**
1. demonstrate knowledge of areas where they are self sufficient 2. demonstrate knowledge of the responsibilities they have for the environment and develop skills in management of the environment 3. identify and demonstrate the knowledge of when they should and how they do take responsibility for themselves 4. determine the impact being responsible has on their lives	1. become aware of lifestyles, life roles, and life events 2. become aware of what important life events affect the lives of themselves and others 3. demonstrate knowledge of the interactive effects of lifestyle, life roles, and life events 4. demonstrate knowledge of and utilize procedures to secure assistance from persons and organizations	1. gain an increased understanding of their own culture 2. become aware of the validity of cultures other than their own 3. demonstrate knowledge of cultural characteristics and terminology in reference to multiple cultures 4. incorporate the skills to maintain effective cross-cultural relationships 5. identify communication and behaviors resulting in discrimination and prejudice 6. acquire increased competence and demonstrate adaptability, adjustment , and assertive skills for dealing with inequities, prejudices, and abusive uses of power	1. become aware of and understand the diversity which exists between and among people 2. examine personal values relative to sexism, racism, prejudice, and discrimination 3. develop and incorporate an understanding of stereotypes and how they impact behavior
1. demonstrate knowledge of areas where they are self sufficient 2. demonstrate knowledge of the responsibilities they have for their environment and develop skills in management of their environment 3. identify and demonstrate knowledge of when they should and how they do take responsibility for themselves 4. determine the impact being responsible has on their lives	1. become aware of lifestyles, life roles, and life events 2. become aware of what important life events affect the lives of themselves and others 3. demonstrate knowledge of the interactive effects of lifestyle, life roles, and life events 4. demonstrate knowledge of and utilize procedures to secure assistance from persons and organizations	1. gain an increased understanding of their own culture 2. become aware of the validity of cultures other than their own 3. demonstrate knowledge of cultural characteristics and terminology in reference to multiple cultures 4. incorporate the skills to maintain effective cross-cultural relationships 5. identify communication and behaviors resulting in discrimination and prejudice 6. acquire increased competence and demonstrate adaptability, adjustment , and assertive skills for dealing with inequities, prejudices, and abusive uses of power	1. become aware of and understand the diversity which exists between and among people 2. examine personal values relative to sexism, racism, prejudice, and discrimination 3. develop and incorporate an understanding of stereotypes and how they impact behavior
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GUIDANCE RESOURCE
TABLE OF
EDUCATIONAL

	Competency VIII: Development of an educational program that fulfills educational goals and objectives	Competency IX: Development of school and classroom survival skills
	INDICATOR	**INDICATOR**
ELEMENTARY SCHOOL	1. identify personal strengths and weaknesses in subject areas 2. develop and implement a plan to improve their academic skills and achievement 3. identify and make use of educational resources 4. develop an educational plan that facilitates attainment of their career goals	1. acquire and demonstrate use of effective study skills 2. acquire and demonstrate use of effective test-taking skills 3. identify and effectively manage peer pressure
MIDDLE SCHOOL/JUNIOR HIGH SCHOOL	1. identify personal strengths and weaknesses in subject areas 2. develop and implement a plan to improve their academic skills and achievement 3. identify and make use of educational resources 4. develop an educational plan that facilitates attainment of their career goals	1. acquire and demonstrate use of effective study skills 2. acquire and demonstrate use of effective test-taking skills 3. identify and effectively manage peer pressure
HIGH SCHOOL	1. identify personal strengths and weaknesses in subject areas 2. develop and implement a plan to improve their academic skills and achievement 3. identify and make use of educational resources 4. develop an educational plan that facilitates attainment of their career goals	1. acquire and demonstrate use of effective study skills 2. acquire and demonstrate use of effective test-taking skills 3. identify and effectively manage peer pressure

CURRICULUM
CONTENTS
EDUCATIONAL DOMAIN

Competency X: Development of the motivation to achieve	Competency XI: Understanding of the educational requirements, options, and opportunities	Competency XII: Development of critical thinking and problem solving skills
INDICATOR	**INDICATOR**	**INDICATOR**
1. develop their own academic potential 2. recognize careers that will allow them to fulfill their potential 3. develop their leadership skills	1. demonstrate knowledge of educational requirements 2. demonstrate knowledge of educational opportunities 3. demonstrate understanding of the effects of change on careers	1. develop a plan of action 2. set goals 3. manage the transition from one setting to another
1. develop their own academic potential 2. recognize careers that will allow them to fulfill their potential 3. develop their leadership skills	1. demonstrate knowledge of educational requirements 2. demonstrate knowledge of educational opportunities 3. demonstrate understanding of the effects of change on careers	1. develop a plan of action 2. set goals 3. manage the transition from one setting to another
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GUIDANCE CURRI
TABLE OF
CAREER

	Competency XIII: Understanding the relationship between work and learning	Competency XIV: Skills to understand and use career information
	INDICATOR	**INDICATOR**
ELEMENTARY SCHOOL	1. demonstrate how current learning relates to work 2. demonstrate an understanding of the importance of preparing for occupations 3. demonstrate an understanding of the importance of practice, effort, and learning	1. demonstrate a knowledge of the jobs in the community 2. demonstrate an understanding of the career resources in the community 3. demonstrate a knowledge of the skills necessary for job success
MIDDLE SCHOOL/JUNIOR HIGH SCHOOL	1. demonstrate how current learning relates to work 2. demonstrate an understanding of the importance of preparing for occupations 3. demonstrate an understanding of the importance of practice, effort, and learning	1. demonstrate a knowledge of the jobs in the community 2. demonstrate an understanding of the career resources in the community 3. demonstrate a knowledge of the skills necessary for job success
HIGH SCHOOL	1. demonstrate how current learning relates to work 2. demonstrate an understanding of the importance of preparing for occupations 3. demonstrate an understanding of the importance of practice, effort, and learning	1. demonstrate a knowledge of the jobs in the community 2. demonstrate an understanding of the career resources in the community 3. demonstrate a knowledge of the skills necessary for job success

CULUM RESOURCE
CONTENTS
DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society	Competency XVI: Understanding the different occupations and changing male/female roles
INDICATOR	**INDICATOR**
1. demonstrate an understanding of how work can satisfy personal needs 2. demonstrate an understanding of the products and services of local employers 3. demonstrate an understanding of how work affects the community	1. demonstrate an understanding of how work is important 2. demonstrate an understanding of the changing roles of women and men 3. demonstrate an understanding of the connection between home and work
1. demonstrate an understanding of how work can satisfy personal needs 2. demonstrate an understanding of the products and services of local employers 3. demonstrate an understanding of how work affects the community	1. demonstrate an understanding of how work is important 2. demonstrate an understanding of the changing roles of women and men 3. demonstrate an understanding of the connection between home and work
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Elementary School

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personal social career education

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 1

Describe themselves physically, emotionally, and intellectually

Activity

Students will share about themselves physically, emotionally, and intellectually.

Procedure

1. Ask students to think about and decide three things to share about themselves—either about them physically, emotionally, or intellectually. They spend time practicing with the instructor what they will share.
2. Videotape each student sharing three things about themselves. Play the tape for students to see on a subsequent session.

Evaluation/Follow-up

Observe students to determine if some habits or traits noted earlier have been reshaped or continued later in the school year.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 2

Identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes

Activity

Students will practice making assertive statements about what they like and dislike.

Procedure

1. Ask students to practice communicating to a specific person assertive statements about their likes and dislikes. Encourage them to speak to the person in a manner in which they want others to speak to them.

   For example, the instructor should lead the exercise by saying,

   "Mr. Brown, I like it when you say 'Hi ' or 'Good morning ' to me when I enter the building."

   "Mr. Brown, I do not like it when you give me assignments to do at the last minute. I need more time."

2. Allow each student to practice a couple like and dislike statements. Discuss if the messages were direct and respectful.

Evaluation/Follow-up

Ask students to share how their likes and dislikes affect them and help guide them to possible resolutions of the dislikes.

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ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 3

Identify and demonstrate appreciation for their personal interests, abilities, and skills

Activity

Students will learn about one another.

Procedure

1. Choose every couple of days a different student to be a VIP (Very Important Person). The VIP is interviewed and the information is written on the board or flip chart paper. Students copy the information and compile a VIP booklet consisting of information about each student in the classroom. The interview questions might include:

    - What is your name?
    - How old are you?
    - When is your birthday?
    - Where do you live?
    - Who is your friend?
    - How many brothers and sisters do you have?
    - What do you want to be when you grow up?

2. Complete the interview with a complimentary statement to the VIP of the day which is offered by several students. The VIP selects the preferred statement. The VIP wears a VIP ribbon and gets special privileges that day. A new VIP is chosen every other day or each week.

Evaluation/Follow-up

Observe to determine if each student is able to respond to interview questions and can tell three things that are special about himself and herself.

I/4

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 4

Demonstrate an understanding of the unique personal characteristics and abilities of themselves and others

Activity

Students compare and contrast people by their characteristics.

Procedure

1. Give each student pairs of pictures of people to compare and contrast their characteristics. The instructor encourages students to look at what qualities are unique about the subjects' face, bodies, attire, expressions, posture, etc. Continue by discussing the value of our uniqueness other than appearance factors, like our likes/dislikes, talents, and shortcomings.

Evaluation/Follow-up

Quiz students about what is good about the differences and uniquenesses among people to determine their levels of understanding.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 1

Acquaint themselves with members of their class(es)

Activity

Students will share important information about selves and another classmate.

Procedure

1. Ask students to form a circle. Have them take turns saying their names and something important about themselves, e.g., *My name is Larry Brown and I like to go fishing.* The next person says *This is Larry Brown. He likes to go fishing. I am Sheni Chan. I like reading.* Continue around the circle in this manner.

Evaluation/Follow-up

Observe the students to determine if they introduce the student next to them correctly. Listen to see if they use each others' names correctly over the next several days.

Call on students to introduce small groups of their classmates and tell something about them.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 2

Become aware and fulfill the responsibilities of being a group member

Activity

Students will delineate ways family members help each other.

Procedure

1. Discuss families and other significant people of some of the many ways family members work to help each other. Have students demonstrate through pictures that they draw, photographs, or by writing how they help in their families. Discuss how, though families function in diverse ways and differ in their composition, they still help each other in various ways.

Evaluation/Follow-up

During classroom discussion, determine if students understand at least five characteristics of a family and can identify at least five duties/responsibilities they have in their own families.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 3

Learn the importance of rules

Activity

Students will sample playing with and without rules.

Procedure

1. Set up several games and divide the class into groups for each game. After all groups have completed one game, they may rotate to the next game and experience the feeling of being without rules in some games. Sample games may include *Simon Says; Red Light, Green Light; Mother May I?* Discuss the feelings caused by no rules in some games played. Review school and classroom rules with students. Post the rules for student reference.

Evaluation/Follow-up

During the activity, note if students

- practiced following rules in a game.
- were able to state the classroom and school rules.
- followed the rules at least 90% of the time.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 4

Learn to use a decision-making process

Activity

Students will practice stating different alternatives as part of decision making.

Procedure

1. Play a game which asks the students to state alternatives. Divide the class into three teams. In a box have slips of paper that suggest a decision-making situation. Have each student draw one slip out of the box and within 30 seconds name three alternatives. Each player receives some suggested decision-making situations that may include:

   - Three sandwiches to have for lunch
   - Three things to buy with $5.00
   - Three ways to help your mother/father/aunt/uncle/teacher
   - Three games to play on a rainy day
   - Three TV programs to watch on the weekend
   - Three video games to play
   - Three books to read
   - Three desserts to have for dinner

Evaluation/Follow-up

Determine if students can state alternatives within the given time. Have each student write three additional decision-making situations to determine if they understand the concept.

Write the *steps* below for this *decision-making process*, review it with students, and post the steps for easy access.

- Recognize the problem
- Gather facts
- State the problem
- Think of alternative solutions
- Evaluate each of the solutions
- Choose the best solution
- Test the solution
- Evaluate the results.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 5

Identify and practice strategies used in conflict resolution

Activity

Students will role play resolving conflicts.

Procedure

1. Give students a conflict statement card and have them take turns role-playing the action displayed on the card in front of the group. The cards will include the alternatives to various conflict situations such as what to do if your friend asks to see your paper while you are taking a test.

2. Ask students to volunteer to play a role displayed and also discuss why they did what they did during the role playing. Cheating is one action displayed on a card for which students will be asked to role play an alternative. Other cards may be made to meet the situations which occur in the classrooms.

Evaluation/Follow-up

Hold a discussion to determine if the students understand the alternatives to cheating, etc. A reduction in fighting and arguing incidents should be noticed as students practice skills of alternatives in conflict resolution.

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ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 1

Demonstrate knowledge and use of good health habits

Activity

Students will select good health behaviors.

Procedure

1. Give students a **behaviors** worksheet to complete—some items contribute positively to good health and others do not. Students are to check off the ones that do contribute to good health. This list can contain items such as the following:

   - going for a walk
   - eating candy bars
   - swimming
   - taking a nap
   - eating green vegetables
   - wearing your glasses
   - spending a quiet moment alone
   - riding a bike
   - smoking
   - staying up late
   - brushing your teeth

Evaluation/Follow-up

1. After students complete the checklists, discuss how each behavior does or does not contribute to good health. Allow students to correct or comment on incorrect responses from other students.

2. Bring in a health expert to do follow-up classroom demonstrations on the impact certain behaviors have on health, e.g., how important sleep is to a student's health.

***Supplement in Elementary Appendix III/1**

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 2

Learn how to identify and manage stress

Activity

Students will respond to a survey on their supportive friendships.

Procedure

1. Introduce the concept of stress by defining it to students. Discuss how excess stress in our lives contribute to a great deal of illnesses among people. Friends are an important factor in decreasing the negative impact of excessive stress. Consequently, friends can help keep you healthy.
2. Ask students to respond to several questions about their interactions with friends.
   - At school, how many kids do you talk to about school hassles?

     (0) none
     (3) one
     (4) two or three
     (5) four or more
   - How many friends or neighbors do you trade favors with (loan books or games, share rides, etc.)?

     (0) none
     (1) one
     (2) two or three
     (3) four or more
   - How often do friends or close family members visit you at home?

     (0) rarely
     (1) about once a month
     (4) a few times a month
     (8) once a week or more

Competency III/2 Continued

- Do you have a best friend?

  (0) no
  (2) several good friends
  (3) two or three good friends
  (4) one best friend

- How many friends or family members do you talk to about personal matters?

  (0) none
  (6) one or two
  (8) three to five
  (10) six or more

- How often do you participate in a social, community, or sport group?

  (0) rarely
  (1) about once a month
  (2) several times a month
  (4) once a week or more

☐ Support total

Evaluation/Follow-up

Add up your score. What is your support network score? ______

Explain to students that

- Less than 15, their support network has *low strength* and probably does not provide much support.
- Fifteen to twenty-nine, their support network has *moderate strength* and should provide enough support except during periods of high stress.
- Thirty or more, their support network has *high strength* and it should help maintain their well being even during periods of high stress.

From *Can Friends Keep You Healthy?* brochure, Ohio Department of Mental Health

Discuss results with students and how to increase the support network in their lives. Follow-up with the same survey in two months to see what improvements have been made.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 3

Recognize and manage physical, emotional, and intellectual changes in self and others

Activity

Students will discuss what happens as people grow and change.

Procedure

1. Assemble pictures of a large variety of people at different ages. Make five or six columns on the chalkboard with the headings below:

   Babies—Children—Teens—Young Adults—Middle-aged Adults—Senior Adults

2. Ask students to tape pictures of people according to the categories where they best fit.

3. Discuss characteristics of each age group as it relates to intellectual qualities, physical qualities, lifestyles, and appearance. Ask questions such as

   (1) Do you have any close contact with anyone in this group (point to a specific category)? What are some advantages/disadvantages to being in this age group?
   (2) How does someone in this group (point to a specific category) get the goods and services needed?
   (3) Why would someone in this group (point to a specific category) envy someone in this group (point to another category)?

   *Make sure students understand the word *envy*.

Evaluation/Follow-up

Follow-up by having students write a short story about the changes people experience (positive and negative) as they progress from one age group to another.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 1

Demonstrate knowledge of areas where they are self sufficient

Activity

Students will discuss how they contribute in their family.

Procedure

1. Introduce the topic of how families help one another. Though families vary greatly in their size and membership, they are unified by what they share and what they do to help one another. Students—whatever their age—can make contributions to their families.

2. Ask students to share three ways in which they help family members. The instructor writes on the chalkboard or flip chart the different contributions offered by the class members. This list is posted on a bulletin board entitled "Me and My Family."

Evaluation/Follow-up

Follow up this activity by having students draw pictures of a fourth way they can help out in their households. The pictures can be posted on the "Me and My Family" bulletin board.

Discuss the contributions with students to assess if they understand that their assistance indicates their growth in self sufficiency.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 2

Demonstrate knowledge of the responsibilities they have for their environment and develop skills in management of their environment

Activity

Students will explore ways to conserve the environment.

Procedure

1. Read a story about the environment to the class. Examples of children's books that speak to the subject of conserving our environment are
    1) *The Green Team* by Kathryn Makris
    2) *Celebrating Earth Day* by Robert Gardner
    3) *Come Dance by the Ocean* by Ella Jenkins
    4) *Atlas of the Environment* by Roger Coote
2. Write two headings on the chalkboard
    - *What We Already Do to Conserve our Environment*
    - *What Else We Can Do to Conserve our Environment*
3. Ask students to share ways they already work to conserve our environment, e.g., take shorter showers, turn the heat down, and recycle newspapers. Ask students to generate additional ways we can conserve our environment. Students are given copies of the lists they generated to take home and follow through.

Evaluation/Follow-up

Follow-up a few weeks later and determine to what extent students have taken a greater responsibility for managing and conserving the environment.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 3

Identify and demonstrate knowledge of when they should and how they do take responsibility for themselves

Activity

Students will role play or give answers of how to act responsibly in various situations.

Procedure

1. Develop vignettes that are applicable to this age group and distribute them to several students. Students are to read their vignette aloud and offer answers as to how they would respond in each case. Each situation requires the student to act responsibly.

2. Determine if students will need help reading and if so, read for them or have a few good readers do so.

   An example of a vignette...

   You rode the school bus to school this morning. It is a beautiful day and you live several blocks away. When you get off the bus, you discover that your dog, Achilles, has followed you to school. Though you tell him to go home, he continues to follow you to the school building. Being the responsible person you are, what do you do?

Evaluation/Follow-up

Make anecdotal notes of students' responses that are of concern to you. Conduct follow-up accordingly. It may necessitate continued observation, individual or small group counseling, or a parent conference—among other possible actions.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 4

Determine the impact being responsible has on their lives

Activity

Students will discuss acting responsibly.

Procedure

1. Locate and play an appropriate video that addresses responsibility and how it contributes to student academic success. Follow the video with discussion about being responsible for doing homework and classroom assignments, studying for tests, coming to school with your tools—paper, pencil, books, etc.

Evaluation/Follow-up

Students will be given a quiz where they are asked to list three ways that they demonstrate being responsible at school and three ways that they demonstrate being responsible at home.

V/1

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 1

Become aware of lifestyles, life roles, and life events

Activity

Students will identify community workers.

Procedure

1. Place pictures of people who play different roles in the community on display assigning a number to each one. Read brief descriptions of the roles played by each person. Ask students to identify which person's role is being described and tell how they determined who the description best fits.

   Examples of some pictures to display:

   - a firefighter
   - a baby
   - a grocer
   - an engineer
   - a secretary
   - a mature citizen
   - a security guard

2. Give students descriptions to research of those persons they were unable to identify. They can ask family members, other teachers, or older students for assistance.

3. Discuss additional roles of the same and other persons in the community.

Evaluation/Follow-up

On another day, ask students to describe roles and lifestyles of persons discussed previously.

Make sure students understand the difference between the words *roles* and *lifestyles* by asking them to define each and use in a sentence context.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 2

Become aware of what important life events affect the lives of themselves and others

Activity

Students will describe themselves and significant life events.

Procedure

1. Ask each student, "Who are you?" After all students have responded, the teacher asks the students to tell who they are without giving a name. Encourage the students to make other statements which tell about themselves physically, emotionally, and intellectually. The student talks about significant occurrences in their lives. The instructor records the answers on cassette.
2. Play the cassette tapes on another day and have the students listen to their responses and try to identify each speaker.
3. Ask students how they know who is speaking. Their responses may be because they know Tammy's voice or they know that Kwame always does his homework. Explain that each of these characteristics helps make each person unique.
3. Ask students to talk about how some life occurrences may have affected the way they are today and/or may be in the future.

Evaluation/Follow-up

Observe and note if students can accurately describe themselves physically, emotionally, and intellectually; each student can identify three of their strengths and areas needing work; and each student has become aware of his/her personal traits and characteristics that contribute to her/his uniqueness.

Follow-up counseling may be needed for students expressing traumatic life occurrences.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 3

Demonstrate knowledge of the interactive effects of lifestyle, life roles, and life events

Activity

Students will select pleasant expressions to use with one another.

Procedure

1. Introduce the concept that words are like raindrops, they can soak in. Pleasant words help people treat each other kindly while unpleasant words such as racial slurs and other name calling cause hurt feelings and anger. Unkind words heard repeatedly by the same person(s) have a profound impact on that person's life, self concepts, personal choices, etc. Give students handouts with clouds and raindrops on them (Appendix V/3). Write kind expressions on some and unkind ones on others. Have students color the clouds that represent positive statements.

2. Later, discuss with students why they left some expressions blank. Ask students for more examples of positive expressions. Students who have given inappropriate responses repeatedly or who have expressed being exposed to a lot of negative talk, may require subsequent individual or small group counseling sessions.

   Expressions on the clouds might include:

   - You have a cute brother.
   - I like playing with you.
   - Enid eats strange food.
   - Habib wears funny clothes.

3. Discuss with students that often those persons who make negative comments much of the time, may hear similar comments made to them. Encourage students to stay positive in spite of others' negativity.

Evaluation/Follow-up

Make note of each student who can accurately distinguish between positive and negative expressions, especially as it relates to diversity among students.

***Supplement in Elementary Appendix V/3**

V/4

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 4

Demonstrate knowledge of and utilize procedures to secure assistance from persons and organizations

Activities:

Students will develop a community resource booklet.

Procedure

1. Lead students in the development of a "Community Helpers" resource booklet. Students can decorate the cover made of construction paper with stickers or magazine clippings of helpers found in their community. The inside of the booklet can have each heading on a separate page.
    - School helpers
    - Emergency workers (911, police, fire, poison control)
    - Clubs/churches
    - Agencies
    - Parents' work place(s)
    - Family friends
    - Doctor/hospital
2. Have students include a sentence or few words about why or when to call each entity and the correct numbers. If students do not know some numbers, they can gain useful practice by locating numbers in the telephone directory. Additional numbers may have to be provided by parents.
3. Have students practice calling or speaking to helpers in role play situations.

Evaluation/Follow-up

Test students by giving them an incident and they are to tell what community helper to call in each case. They are to use their "helpers" booklet to locate the phone numbers.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 1

Gain an increased understanding of their own culture

Activity

Students will make a family tree.

Procedure

1. Give students handouts with a family tree on it.* (This can be duplicated on cardstock). Give them a second sheet with leaves and a place for names and relationship. After they decorate the tree and leaves, the students are asked to put the names and relationship to as many family members as possible on the leaves, cut them out and paste them onto the trees.
2. They later discuss their family tree. The instructor and classmates can ask questions about ancestors, ethnic backgrounds, and special family traditions to help students understand more about their cultural heritage.

Evaluation/Follow-up

Send home completed family trees with a note to parents about the purpose of the activity. Ask parents and family members to review the students' work for correctness and discuss family traditions further with their children. Additional family members can be placed on the tree with parental assistance.

***Supplement in Elementary Appendix VI/1 A and B**

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 2

Become aware of the validity of cultures other than their own

Activity

Students will hear stories about children from other cultures.

Procedure

1. Read books or short stories to students about children and families from multiple racial and ethnic backgrounds. Select those stories that are about children about the same age as your students.

   Such selections might include

   1. *Living in Two Worlds*, Maxine Berta Rosenberg
   2. *How My Parents Learned to Eat*, Ina Rosen Friedman
   3. *Hello, My Name is Scrambled Eggs*, Jamie Gilson
   4. *Marty Finds a Treasure: A Story About Prejudice*, Dorothy Richards
   5. *The War Between the Classes*, Gloria D. Miklowitz

Evaluation/Follow-up

Ask students what new understandings were gained about the culture(s) of the storybook characters during follow up discussions with the class.

VI/3

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 3

Demonstrate knowledge of cultural characteristics and terminology in reference to multiple cultures

Activity

Students will compare and contrast objects.

Procedure

1. Introduce the concept that different means neither *better* nor worse but *not the same*. Lead students in generating comparisons in objects such as colors of crayons, fruit, pets, or flowers. Discuss how two items may be alike and different. Also talk about the qualities peculiar to each.

   An example is comparing the color orange to blue, a banana to a peach, or a parrot to a robin. Each one of the pair has its own uniqueness and value.

2. Ask students to illustrate additional comparisons and give the ways they contrast and their individual qualities.
3. Discuss how the same understandings are made about people. Though we are different we have many common qualities and many unique ones.

Evaluation/Follow-up

Quiz students later about commonalties and uniquenesses among people.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 4

Incorporate skills to maintain effective cross cultural relationships

Activity

Students will discuss elements of good relationships.

Procedure

1. Introduce a discussion of what makes for a good relationship. Record on the chalkboard the responses about the elements of a good relationship generated by students.

   Elements might include:

   1. Listening when someone else talks
   2. Enjoying doing the same things
   3. Sharing with each other
   4. Feeling good when good things happen to the other person
   5. Respecting the other person's property.

2. Ask students to read the list once it is completed. Generalize these to good relationships with anyone. Discuss ways they can improve their interrelating with classmates, friends, and family.

Evaluation/Follow-up

Observe to see if students have improved their interrelating and interactions with classmates.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 5

Identify communication and behaviors resulting in discrimination and prejudice

Activity

Students will discuss feelings resulting from disadvantaged and privileged roles.

Procedure

1. Assign students to task groups based on characteristics such as eye or hair color, height, gender, or where they live. Divide into two groups. Give one group all positive duties and the other less positive or negative duties. Tell them, for example, that all girls will do clean up duties and all boys will have extra recess time. Conduct this experiment for about a week. Following the activity, ask students to switch roles for the same period of time.
2. Discuss with students how they felt serving in each role. When each group of students has had a turn to serve in each capacity, ask them if they thought it was fair assigning tasks based on gender, or hair color, etc.
3. Share with students that many people in society are mistreated or assigned to positions and roles because of their race, ethnicity, religious group, etc. Ask students to generate examples of this kind of discrimination and prejudice, as well as privilege evident in our communities and in our society.

Evaluation/Follow-up

Ask children, in a subsequent lesson, to propose behaviors they and others can use to reduce and eliminate discrimination and prejudice.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 6

Acquire increased competence and demonstrate adaptability, adjustment, and assertive skills for dealing with inequities, prejudices, and abusive uses of power

Activity

Students will practice saying the assertive "no" in appropriate situations.

Procedure

1. Introduce the concept of being assertive and discuss situations and times when students must say "no" to an adult.

2. Have students role play situations where they should say "no" to an adult who approaches them inappropriately. Include situations where they must "yell" for help or run to remove themselves from danger.

3. Cite examples of situations to students and have them act out the appropriate response.

   Examples:

   1. What if you are walking home from school and someone you do not know calls out to you from a car? What do you do?
   2. What if someone touches you and you do not feel right about it? What would you do?
   3. What if you are asked (by an adult you do not know well) to come to their house for treats, like candy? What would you say?

Evaluation/Follow-up

Make sure, from student responses, that each student understands the meaning of assertive response and is able to use assertive skills to remove themselves from danger.

*Follow up by having students develop a circle of support.

***Supplement in Elementary Appendix VI/6**

VII/1

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 1

Become aware of and understand the diversity which exists between and among people

Activity

Students will identify persons from many different cultures.

Procedure

1. Introduce to students the concept of diversity among people. Discuss with students that though each individual differs from the next, there are also differences from one group to another. We differ in our genders (female and male); in our age groups (children, teenagers, young adults, and mature adults); in our religions (Jewish, Baptist, Catholic), in our ethnic groups (Italian American, African American, Asian American); etc.
2. Divide a large sheet of paper into eight boxes and distribute. Give students magazines and newspapers to locate members of diverse groups to fill each box—keeping persons who they believe belong to the same category in the same box.
3. Have students label each category and discuss why they selected as they did.

Evaluation/Follow-up

Note to see if students categorized persons accurately. Correct any mistaken placements. Discuss placements that may be questionable.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 2

Examine personal values relative to sexism, racism, prejudice, and discrimination

Activity

Students will respond to questions about the multicultural make up of our country.

Procedure

1. Ask students to respond to questions about who makes up our country and write the responses on a worksheet. (See Appendix)

   Questions may include:

   1. Who was living in America when Europeans came here?
   2. Who was forced to leave their homelands to be slaves in this country?
   3. Which gender holds most leadrship jobs?

2. Discuss student responses to help children examine perceptions they hold that contribute to discrimination.

Evaluation/Follow-up

Give a follow up assignment where students are to get library books and gather some factual material about the diversity in America. Have them focus on what they did not already know about some groups of people in America.

***Supplement in Elementary Appendix VII/2**

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 3

Develop and incorporate an understanding of stereotypes and how they impact behavior

Activity

Students will explore stereotypes and challenge them.

Procedure

1. Ask students to share behaviors that they do not like (e.g., cheating, stealing, fighting, lying). Use their suggestions to make up stories that involve overgeneralizations and stereotyping.

    - I saw Kendra steal a bracelet.
    - Kendra lives in the Morse Road area.
    - All people who live on Morse Road steal.

    - Jacque cheated on his test.
    - Jacque is an athlete.
    - All athletes cheat.

2. Ask students to identify why the above are nonsense. Continue this activity by making up generalizations about racial, ethnic, religious, or gender groups.

    - Mr. Garcia was drunk yesterday.
    - Mr. Garcia is Latino.
    - All Latinos are drunks.

    - Gena is very smart.
    - Gena is Jamaican.
    - All Jamaicans are smart.

    - Carmen uses bad language.
    - Carmen is Mexican American.
    - All Mexican Americans use bad language.

    - Len Wu is good in math.
    - Len Wu is a Chinese American.
    - All Chinese Americans are good in math.

Competency VII/3 Continued

Help students to see that such generalizations we make affects the way we think about and interact with people. Generalizations become stereotypes when we close ourselves off to receiving new information.

Evaluation/Follow-up

Follow with another discussion about stereotypes a few weeks later. Ask students to share ways they have used new information about a person or group of people to combat stereotyping.

ELEMENTARY SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 1

Identify personal strengths and weaknesses in subject areas

Activity

Students will practice the game of *Jeopardy*.

Procedure

1. Set up an area of the classroom for a version of the *Jeopardy* game. Collectively the students will identify the school subjects that will serve as the categories for *Jeopardy* and *Double Jeopardy* (more difficult answers) and *Final Jeopardy* (very difficult answer). When the titles are written on the chalkboard for each part of the game—six students are chosen to play each round of the game.

   The instructor reads pre-selected answers and chosen students take turns in giving the questions. Students in the audience are asked to respond to unanswered questions. Points are given for each correct response.

   Category names could be as follows:

   Jeopardy

   - Spelling
   - Social Studies
   - Physical Education
   - Health

   Double Jeopardy

   - Mathematics
   - Computers
   - Science
   - Reading

   Final Jeopardy

   - History
     Current Events

Competency VIII/1 Continued

Give extra computer/reading time, etc., to the student winner.

Play this game on subsequent occasions rotating participants.

Evaluation/Follow-up/Follow-up

Make note of areas of subject level weakness to report to pertinent instructors.

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 2

Develop and implement a plan to improve their academic skills and achievement

Activity

Students will develop a plan to improve their lowest grades.

Procedure

1. Use information from students' most recent report cards and have each student list areas of the greatest school success and writes three ways she/he can use those strengths to improve schoolwork. Then students look at their weakest subjects and write three ways they can use their grades in those subjects to improve their schoolwork.

   For example:

   Strengths: A in reading

   I will use my reading to read more library books on health.

   Weakness: C in health

   I will improve my health grade by reading library books on health and doing all of my assignments.

Evaluation/Follow-up

Review student plans for feasibility and observe their follow through with periodic individual and small group discussions.

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 3

Identify and make use of educational resources

Activity

Students will practice using library resources.

Procedure

1. Give students a research assignment that requires them to use the school library.

   The following items can be tools needed to complete the assignment:

   - a dictionary
   - an encyclopedia
   - an Atlas
   - a phone book

2. Give a short lesson in use of the library reference materials and other resources.

Evaluation/Follow-up

Review the assignment results to see that students have appropriately used the required resources in completing the assignment.

Give subsequent assignments so students get practice in use of all appropriate reference tools.

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 4

Develop an educational plan that facilitates attainment of their career goals

Activity

Students will study an individual from a possible future career field.

Procedure

1. Discuss with students what they want to do when they grow up. They are then assigned to interview or listen to an information tape about a person in their chosen or a related field. They should record information about how persons prepared for their careers. (See Appendix VIII/4).

2. Have students develop a career pathway that will list the educational steps they plan to take (at this point) to attain the chosen career.

Evaluation/Follow-up

Review completed assignments and discuss them with individual students in regard to accuracy and reality.

***Supplement in Elementary Appendix VIII/4**

IX/1

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 1

Acquire and demonstrate use of effective study skills

Activity

Students will practice time managing their day.

Procedure

1. Introduce the concept of the importance of planning and time management. Discuss with the class what needs to be done for a subsequent day. Review the steps and why they are important in making proper plans. Students participate in planning the day's activities.

2. Write the steps on the chalkboard. Have students fold paper into eight boxes. Students draw pictures to illustrate each step—one step per box.

Evaluation/Follow-up

Collect the pictures and have students help select pictures that depict the correct order of steps to be followed and post them on the bulletin board.

Then have students plan a two-hour block of time for themselves for the rest of the school day. Write their schedule on an index card and put on the corner of their desks. The instructor checks intermittently to see how well they follow their schedules.

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 2

Acquire and demonstrate use of effective test-taking skills

Activity

Students will practice being a good listener and following directions.

Procedure

1. Introduce students to the concept of listening as an important part of following directions in doing well on a test.

2. Pair students for this activity. Students will take turns serving as a speaker and then as a listener. Place a barrier between the two students and distribute to each pair (identical sets of objects e.g., blocks, geometric figures, chips). One person will work out a pattern with the set of objects. As the first speaker moves the objects into a pattern, the speaker will give the listener directions in order to create the identical pattern.

   The listener cannot speak or communicate in any way with the speaker—only listen and follow directions as given.

   When the speaker has finished giving directions, the barrier is removed to reveal whether an identical pattern has been created by the listener as that of the speaker.

2. Have students switch roles and create and describe new patterns.

Evaluation/Follow-up

Observe to see how many identical patterns were created. Repeat this activity with variations several times to give students practice to improve their listening and direction-following skills.

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 3

Identify and effectively manage peer pressure

Activity

Students will practice being assertive in various situations with classmates.

Procedure

1. Role play being assertive and saying "no" to peer pressure. The instructor gives different scenarios in which students must face frequently.

   E.g., your good friend wants to pick on the new kid in school because he is the shortest kid in class. How do you let him know you disagree?

Evaluation/Follow-up

Discuss the situations that were played out. Ask students to give alternative ways of effectively responding in those situations. Observe and evaluate the alternative solutions. Follow-up individually with students as needed.

X/1

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 1

Develop their own academic potential

Activity

Students will identify their preferred learning style and describe how it influences their performance.

Procedure

1. Define and show examples of learning using the following learning styles.
    - *Visual* : student preference is seeing activity take place
    - *Auditory* : student preference is hearing a description of the activity
    - *Kinesthetic* : student preference is touching and working with the activity
2. Have students will write a request proposal to the principal asking permission to invite three individuals to speak to the class. The speakers will present on a topic each using a different presentation style. Each speaker will design their presentation using eitrher a visual, auditory, or kinesthetic style to present the information. Students will be asked to answer written questions about each topic and record their responses.
3. Discuss in small groups with students which style(s) assisted them in understanding the presentations and which style(s) were the most difficult for them.
4. Invite a speaker to present a different topic using the three styles. Students are again asked to answer written questions about the topic and record their responses.
5. Discuss in small groups with students any changes that occurred in the results, and if so, how this might influence their school performance.

Evaluation/Follow-up

Score the test results from each activity and share with students in a small group activity. Discuss with the students the successes and failures from each activity and ask the students how the presentation styles affected their response to the questions.

Competency X/1 Continued

Have students identify their preferred learning style and write a paragraph on the influence this knowledge may have on present and future school performance. The activity may be enhanced by having the students validate their preferred learning style by taking a learning style inventory.

Refer students who show limited learning on all written questions for intervention.

The proposal will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in Elementary Appendix X/1**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 2

Recognize careers that will allow them to fulfill their potential

Activity

Students will describe how their interests and beliefs about themselves can help motivate them in school.

Procedure

1. Define the following terms:

- *Interest* : a feeling of concern or curiosity about something.
- *Belief* : a state of believing; acceptance that certain things are true or real.
- *Potential* : that can but has not yet come into being; unrealized

2. Have students write a letter to selected individuals in a senior citizens organization in their community asking them to describe how their interests and beliefs helped them to succeed in school and in their chosen career. The students will write a request proposal to the principal asking permission to invite the speakers.

3. Have students define the word *potential.*

4. Have students share the information received from the letter-writing project in small group discussion. Students will develop three charts, one for beliefs, one for interests, and one listing the definitions of the word potential. Students will place the information about beliefs and interests from the letters on the charts and discuss whether they have similar beliefs and interests and how those beliefs and interests will help them to succeed in school.

5. Have students read the definitions for the word potential and compromise on a group-designed definition.

Evaluation/Follow-up

Have students from each small group develop a list of interests and beliefs that are common from all responses to the letters and agree on common inerest and beliefs that help them succeed in school. Students from each small group will also compromise on a group definition of the word potential.

***Supplement in Elementary Appendix X/2**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 3

Develop their leadership skills

Activity

Students will describe the responsibilities of identified leaders.

Procedure

1. Define the following terms:

    - *Motivation* : some inner drive, impulse, intention, that causes a person to do something or act in a certain way.
    - *Leader* : a person or thing that leads; directing or guiding, as of a group or activity.

2. Have students discuss in a small group activity what motivation means to them and how they are presently using motivation to complete homework, learn to perform physical activities, and assist with family chores.

3. Have students discuss in a small group activity who they know that are leaders. The students will write a request proposal to the principal asking permission to invite speakers. Students will select three of the individuals to meet with the class and discuss the responsibilities of leaders and to define what motivation means to them.

4. Later have students meet in small groups to discuss the main points of each presentation and come to some consensus on what responsibilities and motivational factors were similar to each speaker.

5. Have individuals from each small group develop a presentation to give to the class about their findings from the group discussion. Students will design the presentations to accommodate all three learning styles (visual, auditory, or kinesthetic).

Evaluation/Follow-up

Have students design activities and interact with each other using their own motivation skills and leadership techniques. Keep a record of how well each student performs on this task.

Competency X/3 Continued

Identify the points from the speakers that you want the students to understand and verify that they are discussed in the small groups.

Have students record their findings and consensus results and submit them as they progress to the next activity.

***Supplement in Elementary Appendix X/3**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 1

Demonstrate knowledge of educational requirements

Activity

Students will describe the importance of understanding educational requirements.

Procedure

1. Define the following term:
    - *Requirement* : something needed; necessity; need.
2. Have students select three jobs to research. Students will identify the time required to learn the skills needed to perform the occupations and the type of school that teaches the skills.
3. Have students visit the school's computer lab, (OCIS, etc.) to obtain the information and learn the skills required to access the software for the career search.

Evaluation/Follow-up

Score the paper on completeness, accuracy, and design.

Observe the students operating the computers and note those needing assistance.

***Supplement in Elementary Appendix XI/1**

XI/2

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 2

Demonstrate knowledge of educational opportunities

Activity

Students will identify the educational opportunities available.

Procedure

1. Define the following term:
    - *Opportunity* : a good chance or occasion, as to advance oneself.
2. Review the activity for Competency X (Indicator 3) which includes definitions for motivation and leader. Have student teams define the words *opportunity* , *motivation*, and *leader* in their words.
3. Have student teams role play a situation using the terms in a positive manner and a situation using the terms in a self-defeating manner. Teams will list the steps used to develop the activity and identify the responsibilities of each individual within the team.

Evaluation/Follow-up

Have students submit definitions sheet.

Have teams submit the worksheet containing the activity development and responsibilities of each member.

***Supplement in Elementary Appendix XI/2**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 3

Demonstrate understanding of the effects of change on careers

Activity

Students will describe how they can contribute to and control their opportunities.

Procedure

1. Review the activity in Competency XI/2 which centered around the word *opportunity*.
2. Have students develop an opportunities inventory checklist. Student teams will design the inventory as outlined by the instructor. The criteria may include a design that lists the positive characteristic of an individual who seeks opportunities on the left side and a self scoring area on the right containing the levels of low, average, and high.
3 Have teams present and administer their inventories to other members of the class. Include the rationale for selecting the characteristic, how the inventory results can be used, and if there is any importance in knowing the information gathered from the instrument.

Evaluation/Follow-up

Score the inventory on completeness, accuracy, and design.

Have students identify the process steps taken to develop the activity and the resources, duties, and individuals needed.

***Supplement in Elementary Appendix XI/3**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 1

Develop a plan of action

Activity

Students will develop plans for a specific activity.

Procedure

1. Define the term *plan*.
    - *Plan* : a scheme or program for making, doing, or arranging something; project, design, or schedule.
2. Have students, in small groups, design a team centered "show and tell" day. Students will identify the theme, the items to be shown, the responsibilities of each team member, the time required to present, and the presentation techniques (see X/1).
3. Have each team write a request for presenting the "show and tell" day to the teacher and principal. The requests will identify the date(s) to be considered, the number of individuals involved including their responsibilities, and the selected audience.
4. Have teams present the activity.

Evaluation/Follow-up

Have students submit a written report identifying the "show and tell" activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in Elementary Appendix XII/1**

XII/2

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 2

Set goals

Activity

Students will describe steps for goal setting.

Procedure

1. The instructor will define the term *goal*.
   - *Goal* : an object or end that one strives to attain; aim.
2. Have students, in small groups, define the term in their words and develop a set of goals for improving learning . Goals are not limited to but may include the following:
   - identifying a home study time
   - TV time regulation
   - seeking a tutor
   - sharing with relatives
   - asking for help
   - creating a home study spot
   - helping others
   - fitness/ nutrition
3. Have students discuss the project, listing the steps that they used to develop the goals. Two students in each group will listen to the discussion recording the process that was taken. Students will review the recorded process adding their own views as to the development of the goals list. The students will compromise upon steps that were used to develop the goals list.
4. Have student teams each present the list of steps they have developed to the rest of the class including the actual learning goals. Each student will then develop a personal learning goals list. Students will share their personal list with their parents/ step parents and/or relatives.

Evaluation/Follow-up

Have students submit the goal steps list which will be reviewed for completeness, appropriateness, and readability. Students will also submit a group and individual goals list which will also be reviewed for completeness, appropriateness, and readability.

***Supplement in Elementary Appendix XII/2**

ELEMENTARY SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 3

Manage the transition from one setting to another

Activity

Students will identify changes that have occurred in their lives.

Procedure

1. List some possible changes that may occur to students. The list includes the following:
   - moved
   - learned a new skill (fishing, soccer, dance, etc.)
   - changed schools
   - earned an allowance
   - started a hobby
   - met a new friend
2. Have each student write a report identifying a change that has occurred in the last year and also list how that change affected their homework time, feelings, free time, and self esteem.
3. Ask students to trade seats for one day and list the affects this change had upon their school day. Students will share their thoughts about trading seats with others in a small group discussion.
4. Have students list the changes that they will have to make when they move to another grade next year in school. Students will share their thoughts about the possible changes with others in a small group discussion.

Evaluation/Follow-up

Have students submit written reports which will be reviewed on completeness, content, and readability.

***Supplement in Elementary Appendix XII/3**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 1

Demonstrate how current learning relates to work

Activity

List similarities between school work and adult work.

Procedure

1. Define the word *work*.
    - *Work*: physical or mental effort exerted to do or make something; purposeful activity.
2. Have students meet in teams. Each team will be given the task of researching either school work or adult work. The teams will record and report their findings to the class.
3. Have teams submit a request to the principal to invite adults to the school. Teams researching school work will interview students from several grades and ask them to define and list what they believe is school work.
4. Have teams researching adult work interview adults from a local senior citizens group or community organization and ask them to identify and list what they believe is adult work. The students will compare the findings from the research and list the similarities and differences that they discovered with the lists of school and adult work.
5. Have students develop a presentation to report their results to the principal.

Evaluation/Follow-up

Have students submit a written report identifying the team findings which will be reviewed on completeness, attention to detail, and readability.

Review the proposal on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in Elementary Appendix XIII/1**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 2

Demonstrate an understanding of the importance of preparing for occupations

Activity

Students will describe the importance of assuming responsibility for learning.

Procedure

1. Define the term *responsibility*.
   - *Responsibility* : involving accountability, obligation, or duties
2. Have students identify the responsibilities that they have at home and at school. Students will form teams and compare their lists and develop a team list.
3. Have teams develop a list of responsibilities that they will need to have to be successful learners.

Evaluation/Follow-up

Have students submit the list identifying the responsibilities at home and school. Teams will submit the list of responsibilities they will need to be successful learners. Review the lists on completeness, attention to detail, and readability.

Ask students to list steps taken to introduce, review, evaluate, validate and develop the responsibilities list.

***Supplement in Elementary Appendix XIII/2**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 3

Demonstrate an understanding of the importance of practice, effort, and learning

Activity

Students will describe the rewards of learning.

Procedure

1. Define the term *reward*.
    - *Reward* : something given in return for good service or merit.
2. Have students identify the activities that they enjoy doing while out of school and describe how they developed the skills to complete or perform the activities.
3. Ask students what they enjoy doing while at school. Students will describe how they developed the skills to complete or perform the activities.
4. Form teams and have them share the school and out of school activities list that they each have developed. Students will develop a list of the rewards they gained from the activities and identify whether learning the activity was important.

Evaluation/Follow-up

Have students submit individual and team lists developed which will be reviewed on completeness, attention to detail, and readability.

***Supplement in Elementary Appendix XIII/3**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 1

Demonstrate a knowledge of the jobs in the community

Activity

The students will develop a community job location chart.

Procedure

1. Have the students identify all of the occupations that they believe exist in the local community.
2. Have students form teams and validate the existence of the jobs noting the location. Students will develop an additional list of occupations that they "discovered" while researching their list.
3. Give teams different geographic sections of the community to research and have them submit a request to be sent to the principal that identifies the names of the individuals who will be providing the transportation.
4. Assist in the development of a geographic chart of the community on which the students can place the job titles of the occupations that they research. The jobs will be color coded with one color given to the jobs that the students knew existed and another color given to the "discovered jobs".
5. Have teams develop a presentation identifying the process that it took to complete the task and the challenges that they had to overcome.

Evaluation/Follow-up

Have students submit a written report identifying activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Review the chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XIV/1**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 2

Demonstrate an understanding of the career resources in the community

Activity

The students will develop a career resources location chart.

Procedure

1. Define the terms *resource* and *career*.
   - *Resource* : something that lies ready for use.
   - *Career* : occupation for which an individual trains or studies.
2. Have students define the terms in their own words and provide examples of resources and careers that they might know about at home and at school.
3. Have students form teams that will interview individuals in the school and community. The teams will ask the individuals for their definition of career resource and where they might find the resource.
4. Have teams select the individuals that they will interview and submit a request to interview the individuals to the principal.
5. Have teams add the resource location to the geographic chart created in the XIV/1, jobs chart and develop a presentation identifying the process that it took to complete the task and the challenges that they had to overcome.

Evaluation/Follow-up

Have students submit a written report identifying activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Review chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XIV/2**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 3

Demonstrate a knowledge of the skills necessary for job success

Activity

The students will develop a job skills vocabulary chart.

Procedure

1. Define the words *vocabulary* and *skill.*
    - *Vocabulary* : all the words used by a particular occupation.
    - *Skill* : expertness that comes from training or practice.
2. Assign students to interview their parents, relatives, or guardians requesting that they identify skills that they need to perform on their job.
3. Have students categorize the information received from their parents into initial categories. The initial categories will include the following:
    - talking
    - handling
    - listening
    - fixing
    - mathematics
    - thinking
    - reading
    - creating
4. Have students critique the categories and decide if the categories need to be changed. Students validate the accuracy of the categories and skills within the categories.
5. Have students submit a request to the principal for an individual from the Ohio Bureau of Employment Services (OBES) to visit their class and review the list and comment on the accuracy and appropriateness of the categories.
6. Have students form teams and merge the information from the Bureau review with their research. Each team will be given a category that they will use to design a chart which they will present to the class.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Competency XIV/3 Continued

Assign teams to submit a proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Review the chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XIV/3**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 1

Demonstrate an understanding of how work can satisfy personal needs

Activity

The students will identify workers who protect the community.

Procedure

1. Have the students list all of the job titles in the community that help protect the people.
2. Select teams and give them a specific occupation for which they will collect pictures and articles. They will develop a poster board display using the materials.
3. Have teams use their poster board display to develop a presentation that they will give to the other members of the class.
4. Have students assist their teacher in writting a request proposal to the principal to have an open house night for parents at the school. The students will invite workers from the protective service occupations to attend. The protective service workers will wear their uniforms. They will describe their duties and training required. They will discuss how people can help them with their job.
5. Have students design the activity. They will introduce the speakers who will be standing in the area of their occupational displays.

Evaluation/Follow-up

Have students submit a report identifying the activity which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Included in the presentation are audiovisuals, speaking segments, and audience activities.

Competency XV/1 Continued

Review the posters on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XV/1**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 2

Demonstrate an understanding of the products and services of local employers

Activity

The students will identify ways to contact proper authorities in emergency situations.

Procedure

1. Have the students list the various ways that people can communicate with each other during emergency situations.
2. Have the students submit a proposal request to the principal to have individuals from the community emergency services occupations speak to the class.
3. Give teams emergency procedure worksheets in an outline form that the students will complete with the information from the speakers. The instructor will select the teams and the emergency situations for which they will be responsible. The teams will create poster displays of the proper emergency procedures for emergency situations. The displays will be posted in the classrooms and hallways of the school.
4. Have each team present their emergency situation procedure to the other members of the class.

Evaluation/Follow-up

Have students submit the worksheets which will be reviewed on completeness, accuracy, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Included in the presentation will be audiovisuals, speaking segments, and audience-engaging activities.

Review the posters on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XV/2**

XV/3

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 3

Demonstrate an understanding of how work affects the community

Activity

The students will select a job in the community or city services and describe the work performed.

Procedure

1. Have the students contact the Human Resources office in the community or city services department and request information about the various jobs that are located there.

2. Select teams will be given one of the occupations sent from the community or city services department to research. The teams will research the occupation using an occupational worksheet. The worksheet will list the research items that the students will need to find. Some possible suggestions include:

   - skills needed
   - clothes required
   - education required
   - inside or outside setting
   - safety equipment
   - wages
   - tools used
   - company product
   - lifting requirement
   - certificates needed

3. Have teams research the occupations using the library, resource center, computer search system, articles, magazines, and interviews.

4. Have teams using items from the high school or interviewing individuals other than parents submit a request proposal to the principal.

5. Have teams present their research to the class. The presentation will include a chart that profiles the occupational area.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Review the proposal on which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Competency XV/3 Continued

Included in the presentation will be audiovisuals, speaking segments, and audience activities.

Rview the chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XV/3**

77

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 1

Demonstrate an understanding of how work is important

Activity

The students will describe how people depend upon one another.

Procedure

1. Have students list all of the jobs in the community. The students will each rate the jobs in importance using their own criteria. The job with the lowest importance will be identified with a number 1. The most important job will be given the highest number.
2. Have students form teams and develop a single criteria scale that defines each job's importance. The teams will each create a chart with the jobs rated in importance and include the *importance criteria* scale.
3. Have teams record the challenges that they had rating the jobs and creating the *importance criteria* scale.
4. Have the teams develop a class presentation to present their chart and criteria scale.

Evaluation/Follow-up

Have students submit a written report identifying the challenges that they had in forming the criteria scale which will be reviewed based on content, completeness, detail, and readability.

Review the scales (team and student) based on content, completeness, detail, and readability.

Competency XVI/1 Continued

Included in the presentation will be audiovisuals, speaking segments, and audience activities.

Review the chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XVI/1**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 2

Demonstrate an understanding of the changing roles of women and men

Activity

The students will list various jobs and identify the gender within those jobs.

Procedure

1. Have the students use the jobs listing from XVI/1 to complete this task. The students will use the jobs list and identify whether they know if both males and females work there.
2. Have the students form teams and from their personal knowledge write male or female beside each job on the list.
3. Help the students write a proposal request to the principal asking permission to conduct a letter writing research project. Assist the students in writing area businesses. Each team will send a letter requesting the business to send the actual numbers of males and females in the jobs within their business.
4. Have teams create a chart that is color coded with one color representing males and another females. A different color will be assigned to the jobs identified with a male and female before they received the business information and the jobs identified after receiving the information.
5. Have each team develop a class presentation to show their results.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Included in the presentation will be audiovisuals, speaking segments, and audience activities.

Competency XVI/2 Continued

Review the chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XVI/2**

ELEMENTARY SCHOOL
CAREER DOMAIN

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 3

Demonstrate an understanding of the connection between home and work

Activity

The students will describe the effect a home has upon work.

Procedure

1. Have the students design a set of interview questions that they will ask their parents, guardians, or relatives about the skills they use to balance work and home.

2. Use the following list of questions to stimulate the students to develop their own questionnaire which may become a separate list or integrated into this list.

   - How many hours a week do you spend working at your for *pay* job?
   - How many hours a week do you spend working at home on *non-paid* duties/ chores?
   - What is the busiest season of the year for duties and chores?
   - How many hours a week do you spend talking to family members?
   - How many hours of sleep do you get each night. (average per week)
   - How many hours a week do you spend shopping for groceries, clothes, personal items?
   - How many hours a week do you spend talking to relatives, neighbors, family friends?
   - How many hours a week do you spend helping with homework?
   - How many days a year are you ill and have to miss work? (average per year)
   - How many days a year are your kids ill and you have to miss work? (average per year)

3. Have the students calculate the total hours in a week. They will add the hours that were identified in the interview and see if any exceed the hours in the week. The students will discuss the situation if parents expressed more busy hours than actually exist in the week.

Competency XVI/3 Continued

4. Have the students develop a report that provides the averages for each of the questions. They will also develop a chart that contains each of the categories. The students will submit a request proposal to the principal for permission to present their findings at a parent night or during a parent organization meeting (PTA, etc.).

Evaluation

Have students submit a written report identifying activity design which will be reviewed on completeness, attention to detail and readability.

Review the proposal on meeting the proposal criteria, completeness, detail, and readability.

The questionnaire will be reviewed on content, completeness, and readability.

Included in the presentation are audiovisuals, speaking segments, and audience-engaging activities.

Review chart on content, visual display, organization, and readability.

***Supplement in Elementary Appendix XVI/3**

Middle School/Junior High School

social
career
social
career

Middle School/Junior High School

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I/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 1

Describe themselves physically, emotionally, and intellectually

Activity

Students will begin a profile of themselves.

Procedure

1. Have students begin preparation of a profile of themselves. The profile will contain a photo or drawing of them, a listing of their daily or weekly logs containing anecdotal records, special projects they have completed, vacations and community activities, copies of grades and awards, etc.
2. Give students folders or large envelopes in which to keep their profiles. Share profiles with the class at the end of each semester with an emphasis on changes that have occurred during the months.
3. Pass the profiles along with students from one grade to another and from one school to another.

Evaluation/Follow-up

Ask students to share three new things they have learned about themselves during the semester as indicated in their profiles.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 2

Identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes

Activity

Students will keep a daily log that responds to specific questions.

Procedure

1. Have students keep a log that answers a few questions about the previous day. Ex.:

   - What did you learn about yourself yesterday?
   - What was the nicest thing that happened to you today?
   - What was the best thing you did for someone else?
   - What was the most unpleasant thing that happened today?
   - What new skill did you learn today?
   - How did you feel when you came to school today?
   - How did you feel when you left school yesterday?
   - What was your favorite part of the day?
   - How could you have made your day better?

2. At the end of two weeks, have students summarize their logs with a creative short story, poem, artwork, or song titled *The Me I Am Discovering*. Some students may wish to share their creations with the class.

Evaluation/Follow-up

The instructor reviews student creations and discusses their discoveries about themselves in groups (where appropriate) or individually.

I/3 MIDDLE SCHOOL/JUNIOR HIGH SCHOOL PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 3

Identify and demonstrate appreciation for their personal interests, abilities, and skills

Activity

Students will select personal characteristics that describe themselves.

Procedure

1. Have students circle their personal characteristics, interests, abilities, and skills from a list containing a column for each catgegory.

Characteristics	Interests	Abilities/Skills
Honest	Animal Care	Artistic
Quiet	Butterflies	Math Computation
Quick	Nursing	Dance

Evaluation/Follow-up

Have students describe how their characteristics, interests abilities, and skills can be used to help them and others. The instructor assesses students' understanding of their characteristics, interests, and abilities and the value they place on them.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 4

Demonstrate an understanding of the unique personal characteristics of themselves and others

Activity

Students will develop a biographical sketchbook of themselves.

Procedure

1. Ask students to make a biographical sketchbook of themselves. They should develop the following topics:
    - Getting to know me
    - Sharing the spotlight with my family
    - School days—then, now, and later
    - My finest hours have been...
2. Have students' decorate and personalize their biographies in ways that represent likes and talents. Display them in an assembly, open house, or community festival.

Evaluation/Follow-up

Determine the extent to which students seem comfortable in their uniqueness by individual and group discussions.

II/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 1

Acquaint themselves with the members of their class(es)

Activity

Students will pair off to get to know each other.

Procedure

1. Have students pair off with a partner. Each person takes a turn to share information about self with the partner for three minutes. The partner takes the following three minutes to share what was heard with the class.

Evaluation/Follow-up

Have each person complete sharing information about the partner, then ask if any corrections or additions need to be made. Allow students a chance to correct any misinformation at that time.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 2

Become aware of and fulfill the responsibilities of being a group member

Activity

Students will learn about and practice functioning in a group.

Procedure

1. Arrange for students to see and hear varied media presentations (video, cassette, etc.) on formation of a group; establishing group rules; delineating roles of group members; operating a group that is inclusive; and maintaining group cohesion.
2. Divide students into two to four groups. Ask students to complete a complex task in their groups—such as, to select and perform a play or produce a product.

Evaluation/Follow-up

Note how well students demonstrate their understanding of group processes taught previously. Reteach as needed.

Observe students further to determine their exercise of inclusion and cohesion.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 3

Learn the importance of rules

Activity

Students will identify home rules and discuss them.

Procedure

1. Show students pictures that portray something they may have rules about at home.

   Examples of the rules that may be pictured may be about

   - sharing chores with siblings
   - cleaning up their rooms before leaving the house
   - doing homework before talking on the phone to friends

2. Have students match the pictures to the rules and then discuss the rules. Ask students if they have different rules at home than those pictured.

3. Continue discussion of areas including why we have rules at home, which rules apply to school and not home, and what it would be like without rules.

Evaluation/Follow-up

Ask students to name three home rules and three school rules and the purpose of each.

***Supplement in Middle/Junior High School Appendix II/3**

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II/4

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 4

Learn to use a decision-making process

Activity

Students will practice using a decision-making process.

Procedure

1. The steps in a decision-making process are

    - Students define the problem.
    - Students list alternative ways the problem can be solved.
    - Students consider positive and negative consequences of each alternative.
    - Students choose the best alternative for them.
    - Students test the alternative and evaluate their choice.

2. Lead the group in practicing the process with different situations. For example

    - You are not feeling well and your father has bought tickets to a concert this evening.
    - Your mother wants you to help her clean your room but you want to go to the mall with your friends.
    - Your friend asks to borrow half your lunch money while you are in the lunch line.

    Pose additional situations pertinent to your group.

Evaluation/Follow-up

Test the students (orally or with paper and pencil) to see how accurately they describe the steps in solving the problems in the situations above. Continue to observe students throughout the school year to see if they utilize the decision-making process taught.

***Supplement in Middle School/Junior High School Appendix II/4 A and B**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 5

Identify and practice strategies used in conflict resolution

Activity

Students will practice using conflict resolution strategies.

Procedure

1. Introduce the five step plan for conflict resolution with a mediator.

    (1) **Signal**: Say *time out.*
    (2) **Distancing**: Break up contact by turning back to back from each other. Count to ten.
    (3) **Discussion**: Sit down, if possible. Face one another. Put hands on laps. Take turns having an uninterrupted chance to tell your side.
    (4) **Mediator**: If conflict was not resolved during discussion, go to a mediator for help. Teachers and teacher aides can be trained as mediators. Junior high school and middle school students can be trained to be mediators.
    (5) A **written conflict resolution agreement** is used at the instructor's discretion for serious conflicts and for repeated conflicts between/among the same persons.

Evaluation/Follow-up

Note that students demonstrate correct use of the process and to what extent the mediation process is used to resolve conflicts . Also determine how successfully conflict resolution improves the harmony in the classroom and school. Encourage its use through reinforcement.

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 1

Demonstrate knowledge and use of good health habits

Activity

Have students plan a week's activities for themselves using good health habits.

Procedure

1. Ask each student ito plan for being *home alone* for one week. They are to determine all their major activities that would be approvable by their parents/guardians and include positive and healthful activities. Each day's activities are planned as organized below:

Monday:	morning	afternoon	evening
Tuesday:	morning	afternoon	evening, etc.

Evaluation/Follow-up

Make note of items that are not considered healthful. In follow-up sessions, alternative activities can be elicited from class participation, e.g., if a student plans to spend the majority of the time watching television and eating pizza; another student may suggest going to the library and taking a banana.

III/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 2

Learn how to identify and manage stress

Activity

Students will practice positive imagining used in stress reduction.

Procedure

1. Introduce the notion that you can significantly reduce stress with something enormously powerful—your *imagination*. Explain to students that the practice of positive thinking in the treatment of physical symptoms was popularized by Emil Cone a French pharmacist, around the beginning of this century
2. Play a recording of Stevie Wonder's song, *Treat Myself.** Ask students to describe how the positive imagining described in the song can help reduce stress.
3. Ask students to generate some positive statements they can say to themselves when they begin to feel a great amount of stress. Write their responses on the chalkboard.

   Examples of positive talk:

   - Things have to get better.
   - I have not finished my assignment yet, but I am making progress.
   - I have not learned the process yet, but it is clearer today than it was yesterday.
   - If I count to ten, I will calm down.

Evaluation/Follow-up

Have each student write three to five positive statements they have used or can use while practicing the positive imagining. Determine if they are actually positive. Follow up with small groups or individuals, as needed.

***Supplement in Middle School/Junior High School Appendix III/2**

**Treat Myself*-Music : Stevie Wonder, Lyrics; Stephanie Andrews, *CD_Conversation Peace*; Stevland Morris Music (ASCAP); Mor-Lovabull Music (BMI.), 1995

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III/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 3

Recognize and manage physical, emotional, and intellectual changes in self and others

Activity

Students will interview an adult and document changes that occurred in the person's life.

Procedure

1. Have students select an adult to interview to find out some changes they have experienced in their lives. Interview questions may contain some of the following:
    - Name some important personal changes you have experienced.
    - What were some significant changes you observed about your child(ren)'s intellectual abilities?
    - What changes were difficult for you to handle with your parents/grandparents?
    - How did you respond to the death of someone who was close to you?
2. Have students orally report responses to their interview sessions.

Evaluation/Follow-up

Ask students to write a response to the statement...**what I learned about human growth, development, and change**. Reports are evaluated to determine students' levels of understanding about growth and change.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 1

Demonstrate knowledge of areas where they are self sufficient

Activity

Students will explore the attributes of one's position in one's family.

Procedure

1. Ask students to move to one of the following groups according to their position in the family:
    - oldest children
    - youngest children
    - middle children
    - only children
    - none of the above in another group
2. Have each group list positive and negative aspects of their positions. Then hold a class discussion on the items listed previously and focus attention on the positive aspects of each position.

Evaluation/Follow-up

Give a follow-up quiz where students describe some responsibilities of each position in the family.

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IV/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 2

Demonstrate knowledge of the responsibilities they have for the environment and develop skills in management of the environment

Activity

Students will participate in a project to cleanse and/or protect the school or neighborhood.

Procedure

1. Show students a video that discusses the needs we have to protect our environment, such as
    - **Eco, You, and Simon, Too!**, Centerpoint Communications Group
    - **Wake Up, Freddy!**, Christopher O'Donnell
2. Follow the video up with a discussion on the responsibilities students have to cleanse and protect the environment. The instructor leads students to participate in a project such as a school building/school grounds clean-up project, a neighborhood clean up, or a recycling project. Organize students into teams to get the tasks done over a period of a few weeks.

Evaluation/Follow-up

Have students write final reports on their projects and respond to the impact the project has had on the community or school and on their thinking and behavior related to the environment. Review the reports to assess the project impact on each student.

IV/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 3

Identify and demonstrate the knowledge of when they should and how they do take responsibility for themselves

Activity

Students will discuss their responsibilities and others' responsibilities that impact them.

Procedure

1. Lead students are lead in a discussion of responsibilities. Ask them to collectively list personal responsibilities such as preparing their own breakfast or getting their younger brother or sister ready for school.
2. Ask students to share responsibilities that others have for them, such as: the teacher makes sure to present lessons on specific subjects or that their mothers, fathers, or guardians provide a home for them.
3. Discuss the repercussions that may occur if someone fails to fulfill his or her responsibilities.
4. Talk about the skills students need to help them respond to situations where someone does not behave responsibly.

Evaluation/Follow-up

Quiz students on taking responsibility in varied scenarios to determine their level of knowledge and commitment to being responsible.

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 4

Determine the impact being responsible has on their lives

Activity

Students will discuss the implications of the game *dominoes* to responsibility.

Procedure

1. Have students take turns in playing the game of *dominoes*. Following the game, lead students in a discussion of the relationship each piece has to each other one. Compare the dominoes to responsibilities and how playing your part affects you and those around you.

Evaluation/Follow-up

Quiz students on the consequences of not fulfilling specific responsibilities that they have.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 1

Become aware of lifestyles, life roles, and life events

Activity

Students will research popular figures and relate their lifestyles, roles, and some significant events.

Procedure

1. Define the following terms *life role* and *lifestyle*.
2. Lead students in a discussion about life roles and how certain life roles would affect the lifestyles of specific individuals.
3. Ask students to suggest names of individuals who they respect or who interest them. Students will probably mention sports stars, entertainers, and political figures. However, encourage them to name family and community members as well.
4. List the persons they name and have students each select two from the list to write a short research paper about their lifestyles. Students present oral reports to the class. Examine the impact persons' life roles have had on their lifestyles and why such is the case.

Evaluation/Follow-up

Quiz students about varied life roles and their resultant lifestyles. Students must also respond to what cause and effect relationships they feel are existent.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 2

Become aware of what important life events affect the lives of themselves and others

Activity

Students will research and develop presentations about storybook characters' lives.

Procedure

1. Give students a list of library books that address important life events for characters in the books. Have them select one book from the list to read, and prepare a creative presentation about the life events described in the story.

   Examples of important life events

   - birth
   - death
   - graduation
   - wedding

   Examples of books on important life events

   - *A Quiet Place*, Rose Blue
   - *The House of Wings*, Betsy Cromer Byars
   - *That New Baby*, Peggy Mann

Evaluation/Follow-up

List important life events that have been described in the presentations and requests students to do short descriptions of how they were handled in the book as well as how the students might have responded differently than the book characters to the same event.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 3

Demonstrate knowledge of the interactive effects of lifestyle, life roles, and life events

Activity

Students will discuss life roles and events of movie characters.

Procedure

1. Show students a popular movie video using non-human or cartoon, children-focused characters, such as in *Lion King* or *Pocahontas*. Name specific characters and ask students to describe their life roles, their lifestyles, and relationship to other featured characters.
2. Discuss significant events that affected the characters and their responses to the events.
3. Discuss how significant events impacted characters other than the one who was directly affected by the events. Discuss why others would be affected.
4. Lead students to relate the characters' roles to real people and events.

Evaluation/Follow-up

Determine from students' responses their levels of understanding about how various life events affect people and impact their lifestyles and life roles. Also, determine students' understandings about how the same events may impact people differently because of the roles they play.

V/4

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 4

Demonstrate knowledge of and utilize procedures to secure assistance from persons and organizations

Activity

Students will discuss assistance provided by school resource personnel.

Procedure

1. Distribute handbooks during middle school orientation, including directory information about the school counselor(s), the school psychologist, the school social worker, the librarian, and other resource persons within the school. Include special programs offered.

2. Discuss the resources listed in the handbook with students and give information about where to get a community resource directory.

Evaluation/Follow-up

Students will respond to a short questionnaire with question such as:

1. Who is your school counselor?
2. Name three support groups available at your school.
3. A community resource directory is located _____.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 1

Gain an increased understanding of their own culture

Activity

Students will bring in items to share that have special cultural relevance to them.

Procedure

1. Ask students to bring in something to share that is of special importance to their culture.
2. Have students present their items to the class, indicating why it has such a special meaning.

   Examples of things to share:

   - An art object
   - A photo of a vintaged piece of furniture
   - A piece of jewelry
   - A family member's best recipe
   - The favorite family dessert.

Evaluation/Follow-up

Have students write a paragraph summation about the value of cultural artifacts and traditions to their lives.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 2

Become aware of the validity of cultures other than their own

Activity

Students will read about other cultures and report responses to specific questions.

Procedure

1. Have students select another culture to read about in Brigham Young's Kennedy Center *Culturgram* books. Have them share this information with the class by answering the following questions about the culture they have reviewed:

    - What culture did I read about?
    - Where do members of this group live?
    - What are differences between this and my own culture?
    - What are similarities between this and my own culture?
    - The most interesting thing I learned about _____ culture was _____.
    - In order to learn more about the culture, I will _____.

Evaluation/Follow-up

Develop a short test that asks students to tell something of interest they learned about three different cultures.

***Supplement in Middle/Junior High School Appendix VI/2**

Culturgrams: *The Nations Around Us*, David M. Kennedy Center for International Studies, Brigham Young University

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 3

Demonstrate knowledge of cultural characteristics and terminology in reference to multiple cultures

Activity

Students will read about people and events from other cultures and report findings.

Procedure

1. Give students a list of books that speak to lifestyles or events of people from diverse cultural groups. Have them read two books, give a short summary of the book, and discuss differences in cultural characteristics described in the book.

Evaluation/Follow-up

Note if students demonstrate knowledge of attributes of the different cultures.

***Supplement in Middle School/Junior High School Appendix VI/3**

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VI/4

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 4

Incorporate the skills to maintain effective cross-cultural relationships

Activity

Students will discuss processes used in maintaining effective relationships.

Procedure

1. Introduce the concept of the importance of interpersonal skills in maintaining effective cross-cultural relationships. Interpersonal skills generally fall into the following areas:
   - Knowing and trusting each other
   - Communicating with each other
   - Accepting and supporting each other
   - Resolving conflicts.
2. Discuss with students how they use the above processes when interacting with their friends and family. Indicate that the same consideration must be made when interacting with persons from different cultures, races, and ethnic groups.
3. Ask students to share examples of their use of the four processes listed above in their relationships with others.

Evaluation/Follow-up

Quiz students verbally on their response in scenarios where they relate cross culturally, e.g.

1. The new student in your homeroom is from another country and speaks limited English. How can you help him locate all of his classes?
2. You move into a neighborhood where most of the people belong to a different racial group than you. How do you become a good neighbor?

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 5

Identify communication and behavior resulting in discrimination and prejudice

Activity

Students will read and discuss ineffective communication patterns from their books relating to discrimination and prejudice.

Procedure

Read a book or short stories to the class that deal with cross-cultural themes. Ask students to identify communications and behaviors that may have or did cause conflict among the characters in the story. Ask students why certain words or deeds caused problems. Also, help students in arriving at ways of more effectively responding in the situations presented.

Evaluation/Follow-up

Determine, by student responses, if they have a good grasp of effectively relating cross-culturally. Follow up in small groups or individually as needed.

***Supplement in Middle School/Junior High School Appendix VI/3**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 6

Acquire increased competence and demonstrate adaptability, adjustment, and assertive skills for dealing with inequities, prejudices, and abusive uses of power

Activity

Students will practice using the steps in assertiveness training.

Procedure

1. Give students practice in assertiveness. The skills to practice include

    - Identify your goals.
    - Be able to make direct eye contact with the specific individual.
    - Maintain an attentive body posture.
    - Speak in a well-modulated tone.
    - Use "I" statements in expressing yourself.
    - Realize that assertive behavior will not work 100% of the time but is more effective than non-assertive or aggressive behavior.

    Develop situations for students to practice using assertiveness skills.

Evaluation/Follow-up

Give students a quiz where they select assertive responses to given situations.

***Supplement in Middle/Junior High School Appendix VI/6**

VII/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 1

Become aware of and understand the diversity which exists between and among people

Activity

Students will explore the scientific properties creating skin color.

Procedure

1. Explore the concept of skin color with students. Introduce the discussion by asking "What is skin color?"
2. Give students the basic scientific explanation of what makes skin color.
3. Have students form a circle, roll up their sleeves, and extend their arms. Ask students to describe the differences they see when their arms are extended.
4. Discuss why it is good that we represent many shades and hues of color.
5. Ask students to note people who may be other colors not represented in the classroom.

Evaluation/Follow-up

Ask students to describe, on paper, why people are different colors and what makes skin color.

***Supplement in Middle/Junior High School Appendix VII/4**

VII/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 2

Examine personal values relative to sexism, racism, prejudice, and discrimination

Activity

Students will explore various "isms" through video, books, and discussions.

Procedure

1. Show the video *The Chameleon* or introduce the concept of *isms* and discuss how they impact people.

   Isms include but are not limited to

   - racism
   - ageism
   - sexism
   - ableism
   - classism

2. Assign students one of the *isms* above or they may choose another *ism* . Have students locate a library book that explores that particular *ism*, read it; and discuss its contents and how the *ism* was addressed in the book.

Evaluation/Follow-up

Quiz students on each *ism* that was discussed in class or through the oral reports. Ask these questions for each.

1. What is _____ism?
2. How are people hurt by _____ism?
3. What do people do to combat _____ism?

***Supplement in Middle/Junior High School Appendix VII/2**

The Chameleon Video Program, John Gray Associates, P.O. Box 155, Aurora, Ohio 44202

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 3

Develop and incorporate an understanding of stereotypes and how they impact behavior

Activity

Students will test stereotypes they have to diverse populations.

Procedure

1. Introduce the concept of stereotyping as pictures that come to our minds immediately when we think about people of another race, ethnic group, or religious groups, etc. For example, if someone says Catholic, what comes to your mind? or Jew?

2. Ask students to write out their immediate thoughts in response to a list of words you give them. The words can include

    - African American
    - Chinese
    - Mormon
    - Mexican
    - Russian
    - Native American
    - Italian
    - Vietnamese

3. Ask students to discuss what they wrote in response to a specific word.

4. Ask students where they got the information they wrote.

5. Ask students how many direct experiences they have had that proved or disproved what they wrote.

6. Discuss how stereotypes are formed and perpetuated.

7. Discuss how we can challenge and eliminate our stereotypes.

Competency VII/3 Continued

Evaluation/Follow-up

Have students write out what they will do to challenge and eliminate stereotypes and review their plans. Follow up individually or in small groups as needed.

***Supplement in Middle/Junior High School Appendix VII/3**

VIII/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 1

Identify personal strengths and weaknesses in subject areas

Activity

Students will determine factors contributing to their success in school subjects and ways of creating better academic results.

Procedure

1. Have students review their academic report cards and list their highest grade subjects at the top of a column and draw a red horizontal line and list their lowest grade subjects at the top of the next column. Below each heading have students list contributing factors to your high and low results in each subject area.

Sample

Highest		
Computer Lab	*Math*	*Language Arts*
I practice at home. My dad always uses a computer.	I want to be a math teacher. I always liked it.	I like to read a lot. I like to write poems and short stories.
Lowest		
History	*Science*	*Health*
I cannot remember dates of boring things like wars.	I do not like to cut up insects.	It's embarrassing.

Encourage students to continue analyzing their performance. For the subjects where they are graded lower, ask them to find at least two positives about those subjects that might help improve their achievement outcomes and write them in a third set of columns.

Sample

Lowest Subjects Positives		
History	*Science*	*Health*
I like the biographies.	It's fun to mix stuff up.	I learned about how important it is to exercise, which I like to do.

Competency VIII/1 Continued

Share with students that learning becomes easier when they approach it in a positive manner. Encourage them to find more good reasons to spend more positive time with subjects in which they have not performed as well.

Reinforce this concept at intervals.

Evaluation/Follow-up

Review grades at the next grading period and note if there is improvement.

VIII/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 2

Develop and implement a plan to improve their academic skills and achievement

Activity

Students will develop a plan to improve grades in specified subjects.

Procedure

1. Review the previous activity (VIII/1) with students. Now that they have a more positive attitude about subjects in which they do not do as well , ask them to develop a plan which will result in increased learning and better grades.

2. The plan might include activities such as

   - Go to the library every Friday to get support materials to read for history such as biographies on principle characters.
   - Bring science book home each evening and try out experiments at home.
   - Read health assignments during fourth period study hall.

Evaluation/Follow-up

Review grades at the next grading period and note if there is improvement

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 3

Identify and make use of educational resources

Activity

Students will practice using resources found in the library media center.

Procedure

1. Take students to the library and demonstrate use of the array of resources that are available. Include
   - How to use the library search system
   - How to check out books and use reserved materials
   - How to obtain newspapers, magazines, and specific articles
   - How to use all reference materials, including dictionaries, encyclopedias, thesauruses, atlases, etc.
   - How to locate and use audio visual equipment and materials
   - How to use the computer to locate information.

Evaluation/Follow-up

Assign students projects which make use of assorted resources and evaluate the results.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 4

Develop an educational plan that facilitates attainment of their career goals

Activity

Students will work on their individual career plans.

Procedure

1. Have students participate in the development of their *individual career plan*.

Evaluation/Follow-up

Follow up periodically to see that students are choosing courses outlined in the individual career plans.

***Supplement in Middle School/Junior High School Appendix VIII/4 A, B, and C**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 1

Acquire and demonstrate use of effective study skills

Activity

Students will learn the skills of effective study.*

Procedure

1. Remind students that study skills are developmental—increase in difficulty at higher grade levels—and fall into the following categories:

   - Locating information
   - Organizing information
   - Recalling information
   - Adjusting reading rate
   - Formalizing study methods
   - Using graphic aids
   - Following directions.

2. Separate students randomly into seven groups. Assign each group a task of preparing a presentation or report which highlights use of a skill listed above. For example, group A's assignment is to locate information; group B's assignment is to organize information, etc.

3. Make assignments simple but pertinent to the specified skill and developmentally appropriate. Switch groups' assignments so that students have an opportunity to practice all the skills.

Evaluation/Follow-up

Test students' use of all the skill categories.

***Supplement in Middle School/Junior High School Appendix IX/1A and B**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 2

Acquire and demonstrate use of effective test-taking skills

Activity

Students will practice test taking using a separate answer sheet.

Procedure

1. Introduce practice in students' marking answers onto a scan answer sheet. Students will need (1) to mark their answers as quickly as possible; (2) to mark answers dark enough for scoring; (3) and to determine a way to keep their place on the answer sheet and the test booklet.

2. Give students timed practice tests where they use a test booklet and a scan answer sheet.

3. Demonstrate an efficient placement of the test, answer sheet, and scratch paper. Indicate...

   - The importance of placing the answer sheet on the side of one's preferred hand.
   - The importance of minimizing the distance that the eyes must travel from test question to answer sheet.
   - The use of a place marker in the test booklet and on the answer sheet, (e.g., if right handed, the fingers of the left hand may be used to mark the place on the answer sheet.)

   Allow students to practice the skills on a timed test.

Evaluation/Follow-up

Re-administer the test within the same time limits. Score both answer sheets and compare results to see how many questions were answered each time and how many were answered correctly.

***Supplement in Middle/Junior High Appendix IX/2**

IX/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 3

Identify and effectively manage peer pressure

Activity

Students will role play situations where they are pressured to act in inappropriate or harmful ways.

Procedure

1. Talk to students about alcohol and other drugs and the harmful effects they have on one's body and life.
2. Lead students in discussing how they are impacted by peer pressure to use drugs, alcohol, and tobacco. Then give students vignettes to act out in regard to peer pressures to use drugs. Examples of situations are...
    - Mark approaches his best friend, Adam, and tells him he is going to cut the last period class to go smoke a *joint*.. Adam has never smoked marijuana before and is afraid to do drugs; but does not want Mark to think he cannot *hang*. What does Adam do?
    - Annika and her friends steal from their parents liquor supply when their parents are away. You are offended when they invite you to do the same but they are your new friends. How do you handle it?
3. Discuss student responses in the role plays. Help students to correct erroneous decision-making.

Evaluation/Follow-up

Observe students' reactions to peer pressure at school and note their level of resilience. Follow up as needed.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 1

Develop their own academic potential

Activity

Students will identify methods for using motivation and interest.

Procedure

1. Define the following terms:
    - *Motivation*: some inner drive, impulse, intention that causes a person to do something or act in a certain way.
    - *Interest*: a feeling of intentness, concern, or curiosity about something.
2. Have students redefine the terms (motivation, interest) using their own words and describe how they use motivation and interest to select hobbies, jobs, and sports activities.
3. Have teams write a request proposal to the principal asking permission to invite members of local community organizations to school. Teams of two students each will interview the members of community organizations at the school. Students will ask the individuals to define the terms motivation and interest and describe how they use motivation and interest to be successful at their jobs, in the community, and as a family member.
4. Have teams bring results of the interviews to their groups and develop a list of techniques for using motivation and interest to be successful on the job, in the community, and as a family member.
5. Have each group present their results to the rest of the class using the three learning style techniques (visual, auditory, kinesthetic). Students will select, from the presentations, a list of techniques (using compromise and consensus) and design a presentation to be shared with elementary students.

Evaluation/Follow-up

Record the interpersonal skill level of each student through observation.

Competency X/1 Continued

Have students submit a copy of the sheet after each interview and instructor score the sheet based upon clarity, completion, and content.

Review presentations for content, use of learning styles, quality of delivery, and number of students involved.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in Middle/Junior High Appendix X/1**

X/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 2

Recognize careers that will allow them to fulfill their potential

Activity

Students will describe their lifestyles and influencing factors.

Procedure

1. Define the following term:

    - *Lifestyle*: the consistent, integrated way of life of an individual as typified by his or her manner, attitudes, and possessions.

2. Assign student teams a research project with each team selecting a specific time in history to report on the lifestyles of individuals from that period and the factors that influenced the lifestyles and compare them to their own lifestyles and the factors influencing each student's lifestyle.

3. Have students present the findings of the research in a presentation to the class using one of the learning styles (visual, auditory, kinesthetic) and compare and contrast the lifestyles and influencing factors to their own.

4. Have students write an essay on the potential factors that may influence future lifestyles.

Evaluation/Follow-up

Grade the reports for accuracy, content, and readability.

Have students submit a checklist of the process and resources used to develop the presentations.

Review presentations for content, use of learning styles, quality of delivery.

***Supplement in Middle/Junior High Appendix X/2**

X/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 3

Develop their leadership skills

Activity

Students will describe the consequences of taking responsibility.

Procedure

1. Define the following terms:
    - *Responsibility*: involving accountability, obligation, or duties
    - *Consequences*: the result of an action, process; outcome or effect
2. Have students, in small groups discuss and list the responsibilities each has to family, job, friends, community, and school. Have them discuss the consequences of not following through with individual responsibilities.
3. Have each group design a presentation identifying the responsibilities each has as students, employees, and family members and how those responsibilities will change as they become adults. Presentations will include visual, auditory, and kinesthetic learning styles.

Evaluation/Follow-up

Have students submit a checklist of the steps and procedures that were used to design the presentation.

Review student reports for completeness, content, and readability.

Review presentations for content, use of learning styles, quality of delivery.

***Supplement in Middle/Junior High Appendix X/3.**

XI/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 1

Demonstrate knowledge of educational requirements

Activity

Students will describe how assessments can be used to guide one to a career.

Procedure

1. Define and identify various assessments.
    - *Assessment*: an instrument used to estimate or determine the significance, importance, or value of
    - *Types*: achievement, ability, aptitude, interest, career
2. Have students write a request proposal to the principal asking permission to invite speakers. List the assessments they have taken to complete the Individual Career Plan (ICP). Students will identify the uses for each assessment listed. Conduct group discussion with the students identifying the reasons for taking the assessments and the uses that the tests have for them individually.
3. Have students invite staff from the Ohio Bureau of Employment Service (OBES) to school. The staff will present the reasons that they give assessments and discuss the types of assessments. Students will compare their list of uses with the OBES list and identify the similarities and differences.
4. Have students design an interest survey and administer it to the class. The survey may include items like favorite music, food, movie, and classes. Students will collect the results and present the information to the Student Council.

Evaluation/Follow-up

Score the written work (student assessment list & OBES comparison list) on completeness, accuracy, and readability.

Competency XI/1 Continued

Have students identify the process steps taken to develop the survey.

Review the proposals on meeting the criteria, completeness, detail, and readability.

***Supplement in Middle/Junior High Appendix XI/1.**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 2

Demonstrate knowledge of educational opportunities

Activity

Students will list skills needed to use community and school resources.

Procedure

1. Define the following term:
    - *Resources*: something that lies ready for use
2. Have student teams identify the businesses and agencies that might possibly provide them with career/ occupational resources.Assign members of each team the task of visiting or writing the chosen places to verify if they have usable resources. Also have students identify the types of resources and the skills needed to obtain the information. The resource chart will list the institution, the resources available, and the skills needed to access the information.
3. Have student teams present their results using the three learning styles (visual, auditory, kinesthetic) and a geographic location chart to the other members of the class.
4. Have each team develop a worksheet containing the steps used to design the presentation and the responsibilities of each member.

Evaluation/Follow-up

Have students identify the process steps taken to develop the activity and the resources, duties, and responsibilities of each.

Review chart on content, visual display, organization, accuracy, and readability.

***Supplement in Middle/Junior High Appendix XI/2**

XI/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 3

Demonstrate understanding of the effects of change on careers

Activity

Students will identify requirements and cost of chosen career path.

Procedure

1. Define the following term:
   - *Requirement*: something needed; necessity; need
2. Have each student list his/her tentative chosen occupation(s) as identified in the Individual Career Plan (ICP) and research the following areas: educational/ training time required to learn the skills, tuition/ fees required, room and board costs, personal transportation expenses, insurance costs, and leisure time money. Students will use community and school resources to locate the information.
3. Have students write a request proposal to the principal asking permission to conduct the interviews. Have each student interview an individual from the community that is currently employed in the student's desired occupational area and ask her/him to respond to the same areas that were researched. Have them compare the two lists and develop a report describing the findings and how the findings may influence their educational planning strategies.
4. Form teams of students to develop a presentation designed for elementary students. Select the classes to which they will present the results of the student's research.

Evaluation/Follow-up

Score the paper on completeness, accuracy, and design.

Competency XI/3 Continued

Have students identify the process steps taken to develop the activity and the resources, duties, and individuals needed.

***Supplement in Middle/Junior High Appendix XI/3.**

XII/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 1

Develop a plan of action

Activity

Students will analyze the results of previously implemented plans.

Procedure

1. Define the term *analyze.*
    - *Analyze*: to separate (a thing, idea, etc.) into its parts so as to find out the nature, function, interrelationship.
2. Have students describe a recent plan of action made in the following areas: personal (that they can share) or educational.Have them outline the planning steps taken and identify whether the results of the plan were positive or negative.
3. Have students meet in small groups to review the individually-designed plans that resulted in positive outcomes. The students will record the similarities and compromise on a set of steps that will lead to positive results.
4. Allow students to meet in small groups to review the individually-designed plans that resulted in negative outcomes. Have them record the similarities and compromise on a set of steps that will lead to negative results.
5. Have students from the group(s) reviewing the positive steps will form a presentation team to report the findings of the group. The students from the group(s) reviewing the negative steps will also form a presentation team and report their findings. Include audiovisuals, speaking segments, and audience activities in presentations.

Evaluation/Follow-up

Have students submit written reports identifying the plan of action steps developed which will be reviewed on completeness, attention to detail, and readability.

Competency XII/1 Continued

Have students provide a list of steps taken to introduce, review, evaluate, validate, and develop the plan of action steps.

***Supplement in Middle/Junior High Appendix XII/1**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 2

Set goals

Activity

Students will describe the consequences of setting realistic/unrealistic goals.

Procedure

1. Present the following situations to the students and ask them to determine whether the plans are realistic or unrealistic. If the goals are determined to be unrealistic, the students will make suggestions as to how the plans can be changed to become realistic. Form student teams to present their thoughts about each situation. Teams will present the results of their discussions to the rest of the class.

   - Student wants to go to a four year college and is presently taking basic math courses, required English courses, and no foreign language.
   - Student from a low income family wants to be a welder but does not want to enroll in the vocational school welding program because friends are at the local high school.
   - Student is getting low grades in math, working 25 hours a week, and wants to enroll in the community college electronics program after graduation.
   - Student from a family of average income wants to buy a three year old sports car, play two sports, keep a B average, and save money for college.
   - Student has been stopped by the police many times, is disruptive in school, does not study, and wants to be a police officer.
   - Student has opportunity to work at a local store to earn money for college but will need to drop out of the marching band.

Evaluation/Folow-up

Have students submit written reports identifying the results of the discussions which will be reviewed on completeness, supporting logic, and readability.

Have students provide a list of steps taken to evaluate, validate, and support their decisions.

***Supplement in Middle/Junior High Appendix XII/2**

XII/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 3

Manage the transition from one setting to another

Activity

Students will identify the skills needed for locating and using career information.

Procedure

1. Review the activity middle school/junior high school XI/2 which requires the students to list the skills needed to use resources from the schools and community.
2. Have students review the resource chart which identified the business/institution, resources available, and skills needed to access the information. The students will develop a survey with the skills identified.
3. Have students submit a proposal to the principal requesting permission to give the survey to members of the senior class.
4. Return surveys scored. Have students review the data design a team presentation to present the results to the senior class.

Evaluation/Follow-up

Have students submit a written report identifying survey activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on completeness, detail, and readability.

Include audiovisuals, speaking segments, and audience activities in presentation.

***Supplement in Middle/Junior High Appendix XII/3**

XIII/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 1

Demonstrate how current learning relates to work

Activity

Students will identify learning skills and compare them to the skills needed for local jobs.

Procedure

1. Define the terms *work* and *learning*.
    - *Work*: physical or mental effort exerted to do or make something; purposeful activity
    - *Learning*: the acquiring of knowledge or skills.
2. Ask students to identify the skills they need to be successful learners. Have them form teams and develop a learner skill list.
3. Have students submit a request to the principal to invite a senior citizens group or some community organization to class.
4. Have each team share their learner skills list with the adults. Have the adults identify the skills that they needed to be successful workers with the students recording the responses.
5. Have teams develop two lists: one identifying the learner skills that they developed and another identifying the worker skills presented by the senior citizens. Compare the lists and note similarities and differences.
6. Have teams develop a class presentation. The presentation will include audiovisuals, speaking segments, and audience activities.

Evaluation/Follow-up

Have students submit a written report identifying the learner and adult work skills which will be reviewed on completeness, attention to detail, and readability.

Competency XIII/1 Continued

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in Middle/Junior High Appendix XIII/1**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 2

Demonstrate an understanding of the importance of preparing for occupations

Activity

Students will describe how all work has dignity and purpose.

Procedure

1. Define the terms *dignity* and *purpose*.
   - *Dignity*: the quality of being worthy of esteem or honor
   - *Purpose*: to intend, resolve or plan, by design
2. Have students identify twenty jobs located in the community and research the jobs and define them in three categories:
   - yearly wage
   - working conditions
   - service to the community
3. Have students define the term service to the community.
4. Have students create a chart listing the jobs and the job information. Form teams and discuss how the jobs listed benefit the community.

Evaluation/Follow-up

Have students submit job research which will be reviewed on completeness, attention to detail, and readability.

Have students provide a list of steps taken to design the chart.

***Supplement in Middle/Junior High Appendix XIII/2**

XIII/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 3

Demonstrate an understanding of the importance of practice, effort, and learning

Activity

Students will list the learning opportunities available to them in the community.

Procedure

1. Have students form teams and locate community learning sites using newspapers, internet, phone book, conversation, and school resources.
2. Have teams design charts identifying the location of the learning site, the training offered, the cost of the training, the time required, the contact person including phone number; and the benefit of learning the topic, skill, or improvement activity.
3. Have students develop a resource guide of learning sites available in the community with a short description of the activity and the benefits the activity can provide. Make the resource guide available to the school and community libraries.

Evaluation/Follow-up

Judge the resource guide will be judged on completeness, attention to detail, and readability.

***Supplement in Middle/Junior High Appendix XIII/3**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 1

Demonstrate a knowledge of the jobs in the community

Activity

The students will identify a number of occupations for exploration.

Procedure

1. Have the students list all of the occupations that they would like to know more about. Add two nontraditional occupations to each student list.
2. Form teams with students with similar occupational interests and share personal knowledge about the skills they believe are required for each occupation listed.
3. Have teams research the occupations that they have selected listing any related occupations that they find. Identify three skills for each occupation and organize the occupations into job clusters. Have these teams design an occupations chart on which to place the job categories, three skills required, and the location of the jobs.
4. Have teams list the skills believed to be necessary in the jobs and the skills actually required. Compare the lists with noted differences.
5. Have teams develop a presentation using the chart to present their research findings.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience activities.

Review chart on content, visual display, organization, and readability.

***Supplement in Middle/Junior High Appendix XIV/1**

XIV/2

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 2

Demonstrate an understanding of career resources in the community

Activity

The students will list the various ways that occupations can be classified.

Procedure

1. Introduce the students to the Occupational Outlook Handbook and America's Job Bank (AJB, Web site: http:www.ajb.dni.us). Discuss the classification system that each uses to categorize jobs.
2 Have teams classify the occupations that they have identified in their Individual Career Plan (ICP) or researched in another class using a system that they have designed. The system will have an identifiable set of criteria.
3. Have teams design a presentation that identifies their classification system, explains the rationale for the design, and places their occupations into categories.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include audiovisuals, speaking segments, and audience activities in the presentation.

Review chart on content, visual display, organization, and readability.

***Supplement in Middle/Junior High Appendix XIV/2**

XIV/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 3

Demonstrate a knowledge of the skills necessary for job success

Activity

The students will identify the skills that are transferable from one occupation to another.

Procedure

1. Define the word *transferable.*
    - *Transferable*: to convey, carry, remove, or send from one place to another
2. Have students discuss and form a classroom-designed definition for the term transferable.
3. Have students discuss the need and uses for transferable skills and develop a list of skills that they believe are transferable.
4. Form teams, each taking the transferable skills list created by the class and research the accuracy of the list. Teams will then identify the courses that teach transferable skills. Student research taking place outside the school or inviting individuals to the school will require a written principal proposal request.
5. Have teams will present their research findings to the class.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include audiovisuals, speaking segments, and audience activities in the presentation.

Review chart on content, visual display, organization, and readability.

***Supplement in Middle/Junior High Appendix XIV/3**

XV/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 1

Demonstrate how work can satisfy personal needs

Activity

The students will describe how work affects lifestyle.

Procedure

1. Distribute lifestyle worksheet which may contain the following items:
    - Determine average income from chosen occupation
    - Identify the cost of the following:
        - ◊ home
        - ◊ insurance
        - ◊ savings plan
        - ◊ furniture
        - ◊ computer
        - ◊ food
        - ◊ rent
        - ◊ car
        - ◊ taxes
        - ◊ electronic equipment
        - ◊ utilities
        - ◊ clothes
    - consider implications of marriage and family
2. Have individual students research their chosen occupation using their Individual Career Plan, a computer search, a resource center, interviews, a library, or community resource.
3. Have students write a lifestyle report about their research findings which will include a graph.
4. Form teams and have students design a lifestyle worksheet that reflects the information one should know when considering a career choice.
5. Have teams share the worksheets with the other members of the class.
6. Include the completed worksheets in the Individual Career Plan (ICP) folder.

Competency XV/1 Continued

Evaluation/Follow-up

Have students submit written reports identifying the plan of action steps developed to design the revised lifestyle worksheet.

Review the worksheets on completeness, content, attention to detail and readability.

***Supplement in Middle/Junior High Appendix XV/1**

XV/2 MIDDLE SCHOOL/JUNIOR HIGH SCHOOL CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 2

Demonstrate an understanding of the products and services of local employers

Activity

The student will describe how societal needs affect occupations.

Procedure

1. Have the students choose from the list below an area to research of students selecting the same areas. Have teams identify as many occupations as they can within the chosen area that actually exist within the community and/or city.

   Engineering
   Construction
   Education
   Recreation
   Allied Health
   Production
   Administration
   Communications
   Technical
   Law
   Mechanical
   Financial
   Marketing & Sales Service
   Transportation
   Agricultural & Forestry

2. Have students list the businesses or agencies that employ individuals in these occupations and identify the products or services delivered and describe how the products or services are used in the community and if either they or anyone in their family use these products or services.

3. Have the teams survey the business or agency to find out how the concept of quality has affected the occupations. They will write a proposal to the principal requesting the permission to conduct a survey . The survey will be one page in length and may include the following questions:

   - Does the business have a quality management section, team, or individual?
   - How much time is spent per week on quality management?
   - Does the business have a quality slogan or mission statement?

4. Have the teams present the results of their research to the class.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Competency XV/2 Continued

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience engaging activities.

Review chart on content, visual display, organization, and readability.

***Supplement in Middle/Junior High Appendix XV/2**

XV/3

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 3

Demonstrate an understanding of how work affects the community

Activity

The students will identify the technological trends occurring today.

Procedure

1. Have the students write a report on the technological changes that are taking place in the occupations that each student has identified in his/her ICP folder as the chosen career. Include in reports a timeline continuum, narrative, and graphs. Information gathered through interviews, library research, magazines, and news articles.

2. Have students interviewing community individuals write a request proposal to the principal.

3. Have students with similar interests form teams and present their findings to the class in addition to the individually-written reports. The presentation may be designed as a commercial.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation will include audiovisuals, speaking segments, and audience activities.

Evaluate the commercial on content, creativity, and style of delivery.

***Supplement in Middle/Junior High Appendix XV/3**

XVI/1

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL CAREER DOMAIN

Competency XVI: Understanding of the different occupations and changing male/female roles

Indicator 1

Demonstrate an understanding of how work is important

Activity

The students will list two traditional and two nontraditional occupations for males and females.

Procedure

1. Have the students define the term *nontraditional occupation* and list two occupations for both males and females.
2. Form teams and have students research the nontraditional occupations. Have them describe the working conditions, wages, benefits, skills required, education required, and working hours per week.
3. Have teams develop a commercial that will be designed to attract individuals to the nontraditional careers and present their commercial to the class.

Evaluation/Follow-up

Have students submit written reports identifying the plan of action steps developed which will be reviewed on completeness, attention to detail, and readability.

Have students provide a list of steps taken to introduce, review, evaluate, validate and develop their commercial.

Review the commercial on creativity, content; and accuracy.

***Supplement in Middle/Junior High Appendix XVI/1**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XVI: Understanding of the different occupations and changing male/female roles

Indicator 2

Demonstrate an understanding of the changing life roles of women and men

Activity

The students will describe the changes occurring in male/female roles over the past two decades.

Procedure

1. Have the students individually list the role that they believe males and females need to perform from the following list. Categories as primary male role, primary female role, secondary female role, secondary male role, male role only, and female role only. The students will not assign "both" to any category.

   child care
   full time job
   shopping
   mowing lawn
   cooking
   buying car
   changing diapers
   cleaning the house
   paying bills
   taking car to the shop
   taking kids to the doctor
   washing clothes
   buying appliances
   feeding baby
   washing dishes
   cleaning toilet
   cleaning garage
   job training course
   paying taxes
   planning menus
   getting graduate degree

2. Divide the class with the girls forming one team and the boys forming another team. The teams will reach consensus on the role of the male and female using the same categories.

3. Have the teams take their list home and have an older relative, parent, or guardian of the same sex also categorize each of the roles from the list.

4. Have each team present the results of their lists and the comparison list from the same sex older relative, parent, or guardian.

5. Reassign the students into four teams. Include in each team both male and female members. Have them review the findings and compare the lists reporting their observations about the roles of the male and female that they see in the individual lists from the different age groups and sexes.

6. Have the teams develop a written report complete with attached chart that summarizes their findings.

Competency XVI/2 Continued

Evaluation/Follow-up

Have students submit a written report which will be reviewed on content, completeness, attention to detail, and readability.

Review chart content, visual display, organization, and readability.

***Supplement in Middle/Junior High Appendix XVI/2**

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL
CAREER DOMAIN

Competency XVI: Understanding of the different occupations and changing male/female roles

Indicator 3

Demonstrate an understanding of the connection between home and work

Activity

The students will list the benefits associated with the changing family roles.

Procedure

1. Have the students list the traditional family role of both the husband and wife and identify the advantages and disadvantages of the traditional system
2. Have the students list the family role of the husband and wife today and identify the advantages and disadvantages of this system.
3. Have the teams write a request proposal to the principal asking permission to use the resources and family interviews to develop their family role lists for both the traditional system and today's system.
4. Form teams and reach consensus on a team list of advantages and disadvantages for each system.
5. Have the teams will present their findings to the class.

Evaluation/Follow-up

Review both the individual and team lists on content, completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation will include audiovisuals, speaking segments, and audience activities.

***Supplement in Middle/Junior High Appendix XVI/3**

High School

High School

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I/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 1

Describe themselves physically, emotionally, and intellectually

Activity

Students will prepare autobiographies.

Procedure

1. Use the student profile that was prepared and continued by students in earlier grades or start a student profile and have students write an autobiography. Ask students, just beginning this project, to collect data, artifacts, mementos about themselves, and anecdotes, and interviews from people close to them.
2. Have students review the data they have collected and write the story of their lives.

Evaluation/Follow-up

Give the assignment early in the year with periodic progress reports. The culmination of the assignment is to showcase student autobiographies.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 2

Identify personal likes and dislikes and environmental influences on attitudes, behaviors, values, and aptitudes

Activity

Students will choose school activities and justify their choices.

Procedure

1. Ask students early in the semester/school year to look at the student activity list and make selections of those in which they want to participate. Ask students to write out or express the reason(s) for their choices. Encourage them to give a rationale for their choices, such as, "I plan to join the debate club because I am good at defending my points of view. In the future, I plan to pursue politics."

Evaluation/Follow-up

Have students sign up or try out for specified activities. Note those who successfully enter and follow through as planned.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 3

Identify and demonstrate appreciation for their personal interests, abilities, and skills

Activity

Students will select descriptive statements that apply to them.

Procedure

1. Give students a list of descriptive statements to respond to which help them look at their personal characteristics—interests, abilities, and skills.

2. Are you a person who...

   - Prefers to be alone a lot? What do you like to do?
   - Enjoys playing team sports? What sports are you good at?
   - Is good making things with your hands? What have you made lately?
   - Enjoys being in charge? Why/why not?
   - Is able to make friends easily? Name a couple of your friends.
   - Sticks with a task until it's finished or do you lose interest easily?
   - Is good at several different things? Name some.
   - Enjoys new challenges? What challenges have you faced recently?
   - Will try something new just for the challenge? What have you done lately?
   - Likes to be out-of-doors? Likes to be inside? Why?

3. With student suggestions, set up interest groups that further develop student special interests, abilities, and skills. Groups might include the following:

   - Arts and crafts, music, drama, and photography
   - Sports and physical activities and outdoor games
   - Social groups/clubs (making friends, organizing people, entertaining)
   - School subject skills (language arts, science, etc.)

Evaluation/Follow-up

Have students develop a strategic plan for a project, program, or event in each group with a specified timeline and roles for group members which are based or identified strengths and interests. Each group's plans should have specified outcomes which are measured during and/or after realization of each group's plans.

I/4

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency I: Knowledge of the importance of self concept

Indicator 4

Demonstrate an understanding of the unique personal characteristics and abilities of themselves and others

Activity

Students will compare and contrast characteristics of selected famous persons.

Procedure

1. Ask students to select two individuals from a list provided by the instructor. Have them prepare a compare and contrast paper of the unique characteristics of their subjects, highlighting what they find to be strengths and weaknesses and how the subjects have used each advantageously.

2. The subject pairs could be...

   - two political figures
   - two Olympic winners
   - two philosophers
   - two musicians, etc.

3. Have students read their comparison papers to the class.

Evaluation/Follow-up

Determine to what extent students understand the uniqueness of their two subjects and discuss the implications of those qualities to one's life and career.

II/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 1

Acquaint themselves with the members of their classes

Activity

Students will name things important to them.

Procedure

1. Introduce the game *Going on a Trip*. During the game, students say their name and follow their name with three things they will take with them on the trip. The three things should be something very important to the student, e.g., *My name is Sandra Lee and I am going on a trip. I am going to take my dog, Achilles; my CD player and CD's; and my favorite mystery novel.*
2. Have each student proceed in the same manner. When the entire class has finished , ask students to reflect on what they learned about each other.

Evaluation/Follow-up

Observe within the next several days and note alliances and friendships formed due to some things students learned about one another for which they share a common interest.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 2

Become aware of and fulfill the responsibilities of being a group member

Activity

Students will role play participating in a group.

Procedure

1. Role play group interactions on a topic of importance to the students. Topics might include school rules, peer group problems, etc.

   Ask seven students to play the roles of

   - The Authority (is always right)
   - The Autocrat (wants to be in charge)
   - The Disputer (questions everything)
   - The Negativist (does not like anything)
   - The Show-off (disrupts for attention)
   - The Silent One (says little or nothing)
   - Self (acts natural)

2. Have students who will participate in the role play sit together in a circle in the middle of the classroom. Paperclip paper headbands on the actors with their personalities identified but unknown to them. Ask each group member to respond to the actor according to the personality role on the headband.

3. Ask the group members to determine which personality was on his or her headband after fifteen to twenty minutes of discussion about an important concern. Students often guess correctly based on how others treated them.

Evaluation/Follow-up

Determine how accurately students guessed their own personality role. Discuss how the way people see a person affects the way the person responds.

Have students list three traits of each personality type and how it affects group interaction.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 3

Learn the importance of rules

Activity

Students will discuss the importance of rules and consequences of no rules.

Procedure

1. Prepare situation cards for students that are governed by rules, such as driving a car, maintaining bank accounts, attendance at school, etc. The discussion is introduced in this manner—*"We live by a number of rules. Rules have been established for a reason. Select a card from the pile and give examples of some related rules ."* Turn all cards over and ask students to take turns and select a card. Have the students read the card aloud and lead the discussion about the subject on the card.

2. Lead students in discussing consequences of not having specific rules, after students have addressed the rules associated with a particular situation, e.g., *What if there were no speed limits? no driver's license requirement?...*

3. Discuss consequences of disobeying and procedures for changing the rules/laws.

Evaluation/Follow-up

Test students on three rules they learned about. Ask them the requirements of these specific rules, consequences of breaking the rules, and procedures for changing them?

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 4

Learn to use a decision-making process

Activity

Students will practice using the behavior equation.

Procedure

1. Teach students how to use the behavior equation ***Behavior=Needs+Self+Place***

2. Practice using the ***Behavior Equation*** with situations significant to students.

   The Behavior Equation
   This equation can be used to help understand how we make the decisions we make and to help us think through a situation in order to make a good decision.

   - Need—a lack of something essential, useful, or desirable
   - Self—all the ideas, attitudes, and skills that one has
   - Place—the physical setting in which one acts and the objects or things that are part of the setting.

   Put these factors in an equation to better understand behavior. The + (plus) in the equation means *interacts with*.

3. Use the behavior equation with the following samples:

   - You had concert tickets for a date with a new girl in your geometry class, who you have been trying to get a date with, and she did not show up.
   - You think your young neighbor is a member of a gang and his parents do not know.
   - You want to color your hair like some of your friends did; but your dad said you cannot.

Evaluation/Follow-up

Have students use the behavior equation to decide the above and other situations. Later, ask students to describe situations where they used the behavior equation to make decisions and their results.

***Supplement in High School Appendix II/3**

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency II: Skills to interact appropriately with others

Indicator 5

Identify and practice strategies used in conflict resolution

Activity

Students will practice using conflict resolution strategies.

Procedure

1. Post and discuss with students the five steps in conflict resolution.
    - (1) Time out! Clear out.
    - (2) Tell what happened. Start with I...
    - (3) Tell what you heard. Say—*"What I heard you say was..."*
    - (4) Think of possible solutions.
    - (5) Agree on what to try.
2. Practice using the five step process during class in mock situations. Encourage students to use the process to resolve conflicts at school and outside of school.

Evaluation/Follow-up

Assess the class to see if there has been increased use of the conflict resolution model to settle disagreements in place of arguments and fights.

III/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 1

Demonstrate knowledge and use of good health habits

Activity

Students will discuss the implications of drug use.

Procedure

1. Give students the list of warning signs of drug use as a review. Post the list in the classroom and hallway. Give parents literature on how to recognize drug use; steps in intervention; and pertinent community resources.

2. Discuss with students discuss the signs of drug use and address some of the following issues:

   - Some factors in their personal lives that may contribute to drug use.
   - Legal implications of drug use.
   - Effects of drug use on self and other individuals, etc.
   - Short- and long-term consequences of drug use.

Evaluation/Follow-up

Observe students to determine if any of the warning signs are present and take appropriate action based on school policies if warning signs exist.

***Supplement in High School Appendix III/1**

III/2

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 2

Learn how to identify and manage stress

Activity

Students will practice relaxation techniques.

Procedure

1. Create a quiet relaxing atmosphere in the classroom by turning off lights and playing soft music or nature sounds in the background.
2. Tell students you will teach them a relaxation strategy for reducing stress. Use the following steps as a relaxation exercise.

   Say to students...

   - Sit in a comfortable position.
   - Relax muscles saying to each, one set at a time—begin with your feet and work up to your face. Silently tell yourself, *"my feet muscles are becoming very relaxed."* (This takes approximately ten minutes.)
   - Breathe through your nose—concentrate on breathing. As you breathe out, count slowly from one to ten.(Continue this for ten minutes.)
   - When completed, sit quietly for five more minutes.

Evaluation/Follow-up

Follow-up to see how students felt following the activity. Ask students to share subsequent results they have had following use of this relaxation strategy for reduction of stress.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency III: Understanding the importance of growth and change

Indicator 3

Recognize and manage physical, emotional, and intellectual changes in self and others

Activity

Students will explore life changes by viewing their past pictures.

Procedure

1. Ask students to bring in assorted pictures of them at different ages (if available). Have them develop a presentation entitled *My Story* describing what they remember of their characteristics at the time of the different pictures and noting significant life changes from one picture to another. Have them check with parents/guardians for accuracy.
2. Select a few students as recorders (perhaps those who had no pictures to share), take turns reporting significant changes in abilities, intellect, and appearance that were specified during the presentations of *My Story*.
3. Have students keep the written versions of *My Story* in the student's profile.

Evaluation/Follow-up

Have students discuss accuracy of recorders' remarks in restating their significant life changes. Corrections are made as necessary.

IV/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 1

Demonstrate knowledge of areas where they are self sufficient

Activity

Students will plan their week's schedule.

Procedure

1. Provide weekly planners for each student. Conduct a brief discussion about the use of daily/weekly/monthly calendars and how they can help order a busy life or engergize one's activities. Ask students to plan their actual schedule for the following week. Include both school and away participation.

Evaluation/Follow-up

Observe to see how many students keep and refer to their planners or transfer information onto a more permanent and portable planner.

***Supplement in High School Appendix IV/1**

IV/2

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 2

Demonstrate knowledge of the responsibilities they have for the environment and develop skills in management of the environment

Activity

Students will discuss and participate in a volunteer service project.

Procedure

1. Introduce a discussion about ***Learn and Serve America***—a youth community service grant program. Following a mini lecture which may be about environmental needs, such as waste management; or human service needs, such as clothing and shelter; a project is initiated.
2. Ask students later to decide on an environment or human service class project to undertake. Schedule a planning and implementation timeline.

Evaluation/Follow-up

Analyze results of the class project in terms of what students learned; what experiences they had; and how well they met project goals.

IV/3

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 3

Identify and demonstrate knowledge of when they should and how they do take responsibility for themselves

Activity

Students will discuss responsibility and consequences.

Procedure

1. Ask students to discuss their responsibilities at school, etc., such as doing all class assignments, coordinating the drill team, cooking dinner on weekends. Students also are asked about consequences they face if they do not carry out each responsibility.
2. Spend some time addressing the issue of how one gets responsibility, who gives responsibility, how responsibilities can be altered, and who is responsible for consequences.

Evaluation/Follow-up

Give students a quiz of activities they have indicated having various responsibility for and the impact of those activities on others when they are carried out and when they are not.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency IV: Understanding the importance of responsibility for themselves and management of the environment

Indicator 4

Determine the impact being responsible has on their lives

Activity

Students will do research and presentations on role models.

Procedure

1. Conduct a brief discussion about responsibility and the positive feelings we have about how some others fulfill their responsibilities. Explain that one or more of these people may serve as our role models. Role models help shape how we fulfill our responsibilities.

2. Assign students the task of interviewing or researching the one role model and developing a three-to-five minute presentation about that person.

   They should be sure to include:

   - Why I consider this person a role model.
   - What I have learned from this person.
   - How knowing (about) this person has impacted me and how I take care of my responsibilities.

Evaluation/Follow-up

Evaluate each student's presentation to determine the level of understanding of the relationship between responsibility and consequences. Also assess their rationale on choices of role models. Observe students to see how their behavior reflects those positive qualities attributed to their role models.

V/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 1

Become aware of lifestyles, life roles, and life events

Activity

Students will discuss advantages/disadvantages of their gender in today's society.

Procedure

1. Have students keep a running list for a week titled *Ways I Have Benefited by Being Female/Male Today*. The following week, collect and summarize the lists. As a class, discuss the questions below:

    - Are there advantages/disadvantages to being male or female? What are they?
    - How do the advantages or disadvantages of being male or female affect your career choice?
    - Are the perceived advantages and disadvantages valid in excelling in your career choice?
    - How can females/males overcome their perceived disadvantages?
    - What would our work world be like if employers and employees valued each other for their talents and skills instead of attaching some differential value to our gender?
    - How can we work toward gender equity in our class or school?

Evaluation/Follow-up

Ask students to develop a plan for themselves that will help assure their success in school/in a chosen career in spite of gender discrimination as a follow-up to this discussion, .

Adapted from *Gender Equity for Educators, Parents, and Community*, WEEA Publishing Center, Education Development Center, Inc., Newton, MA 1995.

V/2

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 2

Become aware of what important life events affect the lives of themselves and others

Activity

Students will discuss impact of life events on famous characters.

1. Give students recent newspaper articles that speak to important life events that occur to famous people such as someone getting married; being diagnosed with a life-threatening illness; or becoming divorced. Discuss the events as they may impact the persons involved.

2. Use famous names because the students may feel some attachment to them and view the events with concern.

   Build the discussion around questions like

   - What decisions will _____ need to make since he has been diagnosed with _____?
   - How might _____'s divorce impact her children?
   - What changes will _____ have to make in her life now that she is getting married?
   - What could have been done to prevent ________'s accident?

3. Choose to focus on only one life event at a time—like aging, death, or illness as an option.

Evaluation/Follow-up

Quiz students on the impact to individuals of certain life events especially when they are personal to the students. See how readily they can make the connection between important life events that happen to contemporary famous people and those that may or do occur in their own lives.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 3

Demonstrate knowledge of the interactive effects of lifestyle, life roles, and life events

Activity

Students will prepare profiles on persons from news stories and discuss.

Procedure

1. Develop a list of persons from newspaper articles about whom you want students to prepare profiles. The information that you want them to include is

    - the person's job
    - the person's role on the job
    - a description of the family
    - a description of daily and weekend activities
    - buying habits
    - homelife
    - life outside of home and work
    - educational information
    - socioeconomic status
    - relationship with and to others outside the family.

2. Help students develop realistic expectations about family, work, and lifestyle by developing this profile.

3. Discuss the profiles prepared by students as to how realistic they seem as a whole and as they relate to the events of the news story.

Evaluation/Follow-up

Review student profiles to determine their level of realism. Give them points for each of the ten items that seem realistic.

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency V: Understanding the interrelationships of life roles

Indicator 4

Demonstrate knowledge of and utilize procedures to secure assistance from persons and organizations

Activity

Students will get information about and discuss community resources.

1. Meet with all freshmen, sophomores, juniors, and senior classes early in the school year. Present information relative to resource assistance available to them within the school and community.
2. Have prepared and distribute a wallet-sized community resource card with most frequently requested phone numbers and addresses of agencies and facilities in their city, community, or county.
3. Discuss with students what each resource is used for and respond to their questions about the information presented.

Evaluation/Follow-up

Stay aware of, through student comments and from agency feedback, whether or not and how students seek and receive help through resources you have listed on their resource cards.

VI/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 1

Gain an increased understanding of their own culture

Activity

Students will bring in items to share that have special cultural relevance to them.

Procedure

1. Ask students to bring in items to share that are representative of an aspect of their culture and that have significant meaning in their families.

2. Ask students to talk to their parents, grandparents, or other extended family members in preparing to complete this assignment. Examples of the kind of items students may discover are old photographs, a special vase, a flag, a cast iron skillet, a family crest, an antique evening purse, etc.

3. Have students tell what the item reveals about their culture and why it has family significance when sharing with the class,

Evaluation/Follow-up

Test the students following the sharing activity about what specific cultural understandings they gained from the sharing experience.

VI/2

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 2

Become aware of the validity of cultures other than their own

Activity

Students will research other cultures.

Procedure

1. Assign students research projects on other cultures. Have them use the resource books, *Culturgrams: The Nations All Around Us*, developed by the David M. Kennedy Center for International Studies, Brigham Young University.

   This resource is available from libraries. It is a concise four-page description of each country. In each country's monograph is a discussion about the following:

   A Map

   - customs and courtesies
   - greetings
   - visiting
   - eating
   - personal appearance
   - gestures

   The People

   - general attitudes
   - religion
   - population
   - language

   Lifestyle

   - family
   - dating and marriage
   - business
   - recreation
   - holidays
   - diet

Competency VI/2 Continued

The Nation

- land and climate
- transportation and communications
- history and government
- economy
- education
- health
- travel information
- further reference information.

2. Have students write a one-page report which covers the most interesting factors about their chosen country.

4. Ask students to read each other's reports. All reports are posted on the bulletin board. Select reports to post for a week at a time until all have been displayed.

Evaluation/Follow-up

Assign students to compare aspects of two other countries' culture to those in the United States after they have been given an adequate time to read all reports.

VI/3

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 3

Demonstrate knowledge of cultural characteristics and terminology in reference to multiple cultures

Activity

Have students respond to questions differentiating culture from race.

1. Give students the following definition of *culture*:

    - *culture*: is represented by the traditions, customs, values, belief systems, and social habits of a particular group.

2. Compare that definition to

    - *race:* refers to a system of biological taxonomy originally used for classifying plants and animals. When applied to human beings it has typically represented by an assumption of shared genetic heritage among groups of human beings based on physical characteristics. The idea of race has been a problem when used in its social sense to refer to group characteristics that in popular ideology are carried in the blood (i.e., skin color).

3. Have students answer the questions below with the correct term—*culture/cultural* or *race/racial*.

a. Asian Americans, Hispanic/Latino Americans, and African Americans are examples of different _____ groups.
b. Black people, Native American people, and White people are examples of different _____ groups.
c. Jewish people represent a religious as well as a _____ group.
d. Carmen and her sister Lola enjoy eating fajitas which is a customary dish of the Mexican _____.
e. The three _____ groups are Negroid, Caucasoid, and Mongoloid.
f. The polka is a dance significant to a particular _____ group.

Evaluation/Follow-up

Discuss the differences between culture and race with students. Test to see if they understand the distinction.

VI/4

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 4

Incorporate the skills to maintain effective cross-cultural relationships

Activity

Students will participate in a discussion about differing cultural communication patterns.

Procedure

1. Lead students in a discussion about communication patterns across cultures.
2. Share information about how in some cultures people are more expressive of their feelings and may hug and/or kiss when they greet friends and acquaintances.

   In some cultures, people stand far apart when they talk, and close together in others.
3. Discuss the meaning of looking another in the eye when being spoken to as it is perceived in various cultures.
4. Talk about nonverbal communications as having significant different meaning in different cultures.
   - *See the Appendix for resource information about cross-cultural communications.*

Evaluation/Follow-up

Have students list five lessons learned during this discussion time about effectively communicating with persons from specific cultures.

***Supplement in High School Appendix VI/4**

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 5

Identify communication and behaviors resulting in discrimination and prejudice

Activity

Students will generate expressions that include the words *black* and *white* and discuss.

Procedure

1. Draw two columns on the chalkboard and label them accordingly:

   BLACK WHITE

2. Have students tell you as many words or expressions they can think of that have black or white in them. The words are listed in the appropriate column. Students will likely say expressions like *blackmail, whitewash, blackball, white lie,* etc.
3. Ask students to examine the lists to see what inferences they can make about the lists once all the words and expressions are stated, .
4. Notice that the bulk of the expressions with *black* in them are negative, while most expressions with *white* are not. Guide students to understanding the impact such descriptive phrases, which permeate our language, have on the self image of people of color. Allow children to practice alternatives to using terms such as *black mood* to describe having a bad day.

Evaluation/Follow-up

Give students a list of expressions using the word *black* and ask them to write an alternative, less offensive, descriptor.

***Supplement in High School Appendix VI/5**

VI/6

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VI: Development of cross-cultural effectiveness

Indicator 6

Acquire increased competence and demonstrate adaptability, adjustment, and assertive skills for dealing with inequities, prejudices, and abusive uses of power

Activity

Students will discuss and role play assertive responses in specified situations.

Procedure

1. Lead students in a review discussion of the use of assertive skills.

2. Define the term *assertive*.

   - *assertive* : self-enhancing behavior; being able to act in one's own best interests; to exercise one's rights without denying the rights of others.

   Assertive behaviors are

   - direct eye contact
   - attentive body posture
   - head erect, appropriate gestures
   - facial expression consistent with message
   - level, well modulated voice tone
   - content—honesty and accepting responsibility for one's feelings.

3. Give students various hypothetical situations that students may need to be assertive about inequities, prejudices, and abusive uses of power. Students will demonstrate how they would respond assertively in each situation.

   A few examples are

   - A couple of your classmates are bullying Kimi, an Asian American student
   - A prospective employer pulls your Caucasian friend aside and offers him a job after having just told you all jobs were filled
   - Ernesto works with you at Big Bob's but always has to do the grunt work.

Evaluation/Follow-up

Determine how assertively students respond on classroom examples. Follow up by asking each to write one incident for which he/she has utilized these advocacy and assertive skills recently.

VII/1

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 1

Become aware of and understand the diversity which exists between and among people

Activity

Students will discuss varying lifestyles and accompanying consequences and sacrificies.

Procedure

1. Lead students in discussion of diversity in lifestyles. You might begin the talk by exploring some of the popular TV shows and movies and some assorted lifestyles depicted.
2. Talk about some lifestyle choices people make, possible reasons, rewards, sacrifices, etc. Refer students to compare today's society to that of a decade or more ago. Discuss the changes.

Evaluation/Follow-up

Observe students in subsequent life planning and life choices lessons to determine their levels of understanding of how one's choices impact one's lifestyle.

VII/2

HIGH SCHOOL
PERSONAL/SOCIAL DOMAIN

Competency VII: Development of understanding and respect for differences and diversity

Indicator 2

Examine personal values relative to *sexism*, *racism*, *prejudice*, and *discrimination*

Activity

Students will define and use the terms sexism, racism, prejudice, and discrimination.

Procedure

1. Give students the assignment to define each of the terms; use them in a sentence; and be prepared to discuss the impact each has in our society.
2. Encourage students to analyze how they may personally contribute to the problem of sexism, racism, prejudice, and discrimination. Ask them later how they can personally move from being part of the problem to being part of the solution.
3. Expand the terminology students are to learn by assigning additional words on subsequent sessions and discuss students' products from the assignment.

Evaluation/Follow-up

Test students to determine if they can accurately complete the definitions and use words correctly in a sentence.

***Supplement in High School Appendix VII/2**

Competency VII: Development of understanding and respect for differences and diversity

Indicator 3

Develop and incorporate an understanding of stereotypes and how they impact behavior

Activity

Students will explore the origin of and challenge stereotypes.

Procedure

1. Introduce students to the discussion of stereotyping. Define stereotyping for students. Ask them to give examples of stereotyping.

2. Share with students that stereotyping is something people do very automatically because it provides an easy way to categorize people and things. When confronted with new persons or situations we know little or nothing about, we often defer to use of stereotypes to make us more comfortable in maneuvering through an unfamiliar situation. However, stereotypes are usually inaccurate when applied to all people in any group and are hurtful to people who are the target of the stereotype.

3. Give students a chance to test their stereotypes in the following manner:

   - Ask students to write down a racial, ethnic, or religious group.
   - Ask students to tell you honestly what comes to mind when they think of that group.
   - Ask students where they learned what they believe about that specific group.
   - Share the following information to help students test stereotypes on their own.

   Step one: Acknowledge that what you think about a particular racial, ethnic, or religious group may actually be what you observe personally or from television and movies, etc. One way of interpreting your observation is in understanding that the media perpetuates an ethnocentric (see definitions) point of view.

   Step two: Acknowledge that each observation that you make applies to specific individuals and not to an entire group—whether it is racial, ethnic, or religious.

   Step three: Acknowledge that each observation that you make can also be attributed to other groups and maybe even your own.

Competency VII/3 Continued

Step four: Acknowledge that it is important to have information on different racial/ethnic, and religious groups in order to have a rudimentary knowledge of how to work effectively with individual members of that group.

Evaluation/Follow-up

Give students a stereotype quiz in another discussion period where you have them answer in a sentence completion format to a set of questions. Determine if their responses are stereotype based.

Follow up with individual or group counseling as needed.

***Supplement in High School Appendix VII/3**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 1

Identify personal strengths and weaknesses in subject areas

Activity

Students will develop a plan to improve their results in weak subject areas.

1. Have students look at their previous grading period report card in relationship to planning for their next school year(s). Students can use the following form in planning to overcome their subject area(s) weaknesses.

Academic Goals Form

Accurately state your subject area goals for next semester(s). Complete one form for each subject.

I will achieve____________ in ____________ subject.

Describe how you will feel when you attain this goal.______________________

What personal strengths or external conditions make your success likely?

Personal strengths	External conditions
____________________________	____________________________
____________________________	____________________________

What personal obstacles or other obstacles could adversely affect achieving this goal?

Personal obstacles	Other obstacles
____________________________	____________________________
____________________________	____________________________

How do you plan to meet your goal? What is the first step you will take? What other steps will you take? What else must be involved? Include information on time, place, and materials needed .

____

____

____

Competency VIII/1 Continued

Check all that apply

Is your goal

☐ Achievable
☐ Believable
☐ Concrete
☐ Definite
☐ Desirable

Starting Date________________ Completion Date________________

Evaluation/Follow-up

Have students complete a follow-up goal form at the beginning of the next semester.

***Supplement in High School Appendix VIII/1**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 2

Develop and implement a plan to improve their academic skills and achievement

Activity

Students will initiate and maintain a study log.

Procedure

1. Introduce discussion that one's results usually are equal to one's effort. Students needing improvement in certain subjects should spend focused time studying and/or receiving extra help in those subjects. Have students keep a study log where they record the amount of time they spend on assignments in each of their lowest grade subjects.
2. Have students record each subject they are having some difficulty with and include time spent on that subject daytime and evenings, also weekends. Keep the log in six-week periods. Evaluate progress at the end of five weeks and nine weeks. Assess progress in relationship to the amount of time spent on each subject.

Evaluation/Follow-up

Determine if and how students' efforts compare with their improved grades.

***Supplement in High School Appendix VIII/2**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 3

Identify and make use of educational resources

Activity

Students will discuss and practice use of educational resource materials.

Procedure

1. Compile a list with students of all the possible educational resources that might be useful for their high school academic success.
2. Discuss with students how each resource can be used and when and how it can be accessed.
3. Bring in various resource materials for use demonstration during this lesson. Conduct a subsequent lesson in the library/media center.
4. Copy the list of resources to distribute to students for future reference.

Evaluation/Follow-up

Give students a test where they describe types of resources, where they can be found, and how they are used.

VIII/4

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency VIII: Development of an educational program that fulfills educational goals and objectives

Indicator 4

Develop an educational plan that facilitates attainment of their career goals

Activity

Students will review their individual career plans and follow up and complete items as necessary.

Procedure

1. Remind students to review their career plans and to make sure they have taken care of the following:

    - Have passed all sections of the proficiency tests; and if not, developed a study plan so they will be able to successfully complete the tests in time for graduation.
    - Have completed required number of courses for graduation credits.
    - Have taken, signed up for, or prepared to take the required courses for their post graduation plans.
    - Have checked cumulative records to update health records, extracurricular activity records, awards, test information, part-time employment record, and community service experiences.

Evaluation/Follow-up

Check to see that students complete the assignments and follow up where necessary.

***Supplement in High School Appendix VIII/4 A, B, C, AND D**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 1

Acquire and demonstrate use of effective study skills

Activity

Students will discuss information on good study techniques and procedures.

Procedure

1. Review and discuss the following study information with students:
   - While many people learn best in quiet surroundings, other students benefit from a certain amount of background noise that raises their arousal level, serving as a kind of mind activator. Try studying both with and without sound, determine which honestly works best for you and use it.
   - Use a purposeful approach to studying. This is much more effective. Establish early on what you are going to learn by using textbook section titles, subheads, maps, charts, and summaries.
   - Take notes while reading or listening. This helps minimize mind wandering and reinforces memory. Notes can be used as a study guide later. Good notetaking involves interpretation. (See Appendix IX/I on specifics of good notetaking.)
   - Accomplish comprehension by pausing as you read to reflect and analyze the information and relate it to what you already know. Ask yourself questions beforehand about the material and answer them as you read. This questioning encourages recollection of what has been learned.
   - Take time to review what you last learned before going on to a new assignment. You can accomplish this by reviewing your notes. Regular review enhances your memory and eliminates cramming. Use mnemonics and other memory boosting techniques to assist your memory.
   - Tune in to your own learning style. Transfer literature or lectures into a language or symbol system that makes sense to you. Use other techniques that have proven most successful in helping you learn.

Evaluation/Follow-up

Question students subsequently about the results of using the methodology described above.

***Supplement in High School Appendix IX/1**

IX/2

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 2

Acquire and demonstrate use of effective test-taking skills

Activity

Students will practice timed test taking.

Procedure

1. Review with students the following information about taking timed tests:
    - Know the total amount of time you have available for the test.
    - Decide how much time you will allot for each question or for each part of the test.
    - Know how much time is available throughout the test.
2. Give students a practice test with about 20 test questions. Determine how long the test should take to complete. Administer the test to students in the pre-determined amount of time. (Give a test where students mark answers on a separate sheet.)
3. Do not score the tests but help students divide the test into parts and assign amounts of time for each part. (E.g., if there are 20 questions and ten minutes, each question should take about half a minute.)
4. Show students how to use time remaining to judge how quickly they need to work. They may need to skip difficult questions and return to them if time allows.

Evaluation/Follow-up

Readminister another form of the same test using a separate answer sheet and this time remind students of the time every couple of minutes.

Score both answer sheets and compare scores and omissions from the two tests to determine how well students are pacing during test taking.

***Supplement in High School Appendix IX/2 A AND B**

IX/3

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency IX: Development of school and classroom survival skills

Indicator 3

Identify and effectively manage peer pressure

Activity

Students will discuss and share ways to handle peer pressure.

Procedure

1. Discuss peer pressure. Ask students to define peer pressure. Ask students for examples of their experiences with peer pressure.
2. Ask students to evaluate when peer pressure is good or bad. Elicit examples of positive and negative peer pressure.
3. Encourage students to share ways they have successfully resisted peer pressure. Help them to generate new and alternative ways to counteract peer pressure. Record their suggestions on the chalkboard or chart paper.

Evaluation/Follow-up

Test students by posing "peer pressure" situations and having them write how they would respond. Note if they offer effective ways to respond to pressure situations. Follow up with students who indicate a lack of resistance skills.

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 1

Develop their own academic potential

Activity

Students will express positive attitudes toward work and learning.

Procedure

1. Define the following term: *attitude*.
    - *Attitude*: a manner of acting, feeling, or thinking that shows one's disposition
2. Have students discuss in small groups the relationship attitude plays in being successful in school. Have students develop a list of positive attitudes that will help them be successful and a list of negative attitudes that will limit success.
3. Have students from each group share their lists of positive and negative attitudes and design a plan to validate the results of their discussions. Design a survey that identifies the positive and negative attitudes that can be easily scored.
4. Have students decide the target population on which to administer the survey. Have students distribute and collect the survey after the target population is decided.
5. Have students score the survey and record the findings and submit a written report about their findings. Have them develop a presentation to be presented to the student council.

Evaluation/Follow-up

Have students submit a worksheet detailing the process that will be used to develop the survey.

Review surveys for completeness, content, and readability.

Review presentations based on use of learning styles (verbal, auditory, kinesthetic), active involvement, content, and effective delivery.

***Supplement in 'High School Appendix X1/I**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 2

Recognize careers that will allow them to fulfill their potential

Activity

Students will describe the relationship between career choice and lifestyle.

Procedure

1. Define the term *lifestyle*.
   - *Lifestyle*: the consistent, integrated way of life of an individual as typified by his or her manner, attitudes, and possessions.
2. Have students review the middle school research project (X/2) that they completed and present their findings to those students who did not participate in the activity.
3. Have students discuss in small groups what the lifestyle expectations are for each and identify their present career choice. Have them design a research project that will include worksheets that describe the cost of maintaining their chosen lifestyle (family, home, car, food, entertainment, clothes, insurance, etc.); identify the local labor market information about their job; and list the pay and advancement opportunities of the job.
4. Have student groups design presentations to share their findings with the other groups.

Evaluation/Follow-up

Have students submit a worksheet detailing the process that was used to complete the research project.

Review the projects for accuracy, use of current information, content, readability, and completeness.

Review presentations based on use of learning styles (verbal, auditory, kinesthetic), active involvement, content, and effective delivery.

***Supplement in High School Appendix X/2**

X/3

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency X: Development of motivation to achieve

Indicator 3

Develop their leadership skills

Activity

Students will describe skills needed to handle responsibility.

Procedure

1. Define the term *responsibility*
   - *Responsibility*: involving accountability, obligation, or duties
2. Have students review the middle school project (X/3) that they completed and present their findings to those students who did not participate in the activity.
3. Have students discuss, in small groups, their present responsibilities and identify the skills required to maintain those responsibilities. Have them list the responsibilities that they will possibly need to take on in the future and discuss whether the skills that they are using now will be appropriate skills for handling future responsibilities.
4. Have students complete two skills lists, one as students and one as adults. Compare differences identified and the possible strategies for acquiring the skills to handle future responsibilities.
5. Have teams write a request proposal to the principal asking permission to invite speakers. Validate the accuracy of the adult skills required to handle responsibilities by contacting a local senior citizens group and inviting them to the school to discuss their reaction and response to the student developed skills list. Ask senior citizens to review the strategies developed for acquiring the skills needed as adults.
6. Have students record the input from the senior citizens group and develop a composite listing identifying appropriate strategies needed to acquire the skills necessary to handle adult responsibilities.

Evaluation/Follow-up

Have students identify the process, strategy, and techniques used to design the senior citizens discussion group.

Competency X/3 Continued

Review the skills lists for completeness, design, content, and readability.

Record student involvement based on effort, motivation, interpersonal skills, respect for others, listening skills, and team cohesiveness.

Review the proposal criteria for completeness, detail, and readability.

***Supplement in High School Appendix X/3**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 1

Demonstrate knowledge of educational requirements

Activity

Students will identify skills required to complete an individual career plan.

Procedure

1. Review each students' individual career plan and review the contents. List possible skills required to complete the career plan. The possible skills may include but are not limited to the following:

   - planning
   - articulation
   - computer use
   - communication
   - decision making
   - information processing
   - information locating and interpreting
   - interviewing

2. Have students review the list of possible skills and discuss the accuracy of the list and if there are any deletions or additions. Ask each group to compromise and reach consensus on the skills they believe are required to complete a career plan.

3. Have students in small groups use the career planning skills list they have developed, define each skill, and provide an example of how the skill was used.

4. Have students in small groups develop a team presentation which will be presented to middle school students. The presentation will identify the contents ofa career plan; identify the skills required to complete the a career plan and provide examples of skill usage. The presentation will include audiovisuals, speaking segments, and audience engaging activities.

Evaluation/Follow-up

Have students submit two skills lists, one from each individual and one from each group. Review list based upon completeness, comprehensiveness, and readability.

Competency XI/1 Continued

Have students identify the steps taken to develop the presentation and identify the responsibilities of each team member.

*Supplement in High School Appendix XI/1

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 2

Demonstrate knowledge of educational opportunities

Activity

Students will describe the importance of education in their lives.

Procedure

1. List the possible skills learned in school. The skills may include but are not limited to the following:

   - academic
   - computer
   - communication
   - self knowledge
   - career planning
   - interpersonal
   - presentation
   - athletic

2. Have students in small groups review the list of possible skills and discuss the accuracy of the list and if there are any deletions or additions. Have each group compromise and reach consensus on the skills they believe are learned in school.

3. Have students in small groups use the group developed list and define each skill, give an example of the skill, and identify the course area(s) in which the skill was learned.

4. Have students form teams and develop a presentation which will be presented to students in elementary school. Identify the skills, provide examples, and locate the courses teaching the skills. Include in the presentation audiovisuals, speaking segments, and audience engaging activities.

Evaluation/Follow-up

Have students submit two skills lists, one from each individual and one from each group. Review lists based upon completeness, comprehensiveness, and readability.

Have students identify the steps taken to develop the presentation and identify the responsibilities of each team member.

***Supplement in High School Appendix XI/2**

XI/3

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XI: Understanding of the educational requirements, options, and opportunities

Indicator 3

Demonstrate understanding of the effects of change on careers

Activity

Students will identify resources that will assist them to manage change as adults.

Procedure

1. List the possible resources available. The resources may include but are not limited to the following:
    - career center
    - community college
    - Ohio Bureau of Employment Services
    - community organizations
    - joint vocational school (JVS)
    - technical college
    - yellow pages
    - private employment agencies
2. Have students in small groups review the list of possible resources and discuss the accuracy of the list and if there are any deletions or additions. Compromise on one resource list.
3. Have students, in small groups, use the group-developed list and identify each resource, note it's location and list the skills required to access the resource information.
4. Form teams and develop a presentation which will be presented to middle school students. Have students identify the resources, note the location, and list the skills needed to access the resource information. Include in the presentation audiovisuals, speaking segments, and audience activities.

Evaluation/Follow-up

Have students submit two skills lists, one from each individual and one from each group. Lists will be reviewed based upon completeness, comprehensiveness, and readability.

Have students identify the steps taken to develop the presentation and identify the responsibilities of each team member.

***Supplement in High School Appendix XI/3**

EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 1

Develop a plan of action

Activity

Students will describe the skills they use for developing personal plans.

Procedure

1. Have students describe a personal formal activity of their choice that has taken place and identify the steps they took to arrange for the activity to take place. Have students evaluate the success of the activity and write a report on the relationship that planning plays in achieving goals
2. Have students describe a personal formal activity of their choice that has taken place for which they did no planning. Have them evaluate the success of the activity and write a report on the influence of not planning on goal achievement.
3. Have students meet in groups and share their own planning steps and compromise on a team-designed model.
4. Have the teams present the personal planning steps to the rest of the class.

Evaluation/Follow-up

Have student submit written reports identifying their personal planning steps developed which will be reviewed on completeness, attention to detail, and readability.

Have students provide a list of steps taken to introduce, review, evaluate, validate, and develop the team planning steps.

Include in the presentation audiovisuals, speaking segments, and audience-engaging activities.

***Supplement in High School Appendix XII/1**

XII/2

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 2

Set goals

Activity

Students will identify the various options available to them after graduation.

Procedure

1. Assign students to access their career planning folder and compile the career choices that they have identified as appropriate for them.
2. Have students meet in groups and share the career options each has chosen and develop a composite listing of all of the options identified by each group member.
3. Have groups submit their options lists to a core team that will develop a composite list. Use the composite list to design a career options chart which will be posted in middle schools throughout the district.

Evaluation/Follow-up

Have students submit the individual career lists and the group-designed lists which will be reviewed on completeness, attention to detail, and readability.

Have students provide a list of steps taken to introduce, review, evaluate, validate and develop the options list.

Have students submit the draft chart which will be reviewed for spelling, layout, design, and marketing effectiveness.

***Supplement in High School Appendix XII/2 A and B**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XII: Development of critical thinking and problem solving skills

Indicator 3

Manage the transition from one setting to another

Activity

Students will describe their ability to use problem-solving skills in real life situations.

Procedure

1. Identify topics from which students will choose two areas or the students may submit topics of their own. Have students describe the problem-solving strategies they used to deal with the situation(s) and whether the results were positive or negative.

    - too much leisure time
    - part-time job
    - new school
    - trouble with a class
    - trouble with an instructor
    - car payments
    - no transportation
    - end of a relationship

2. Have students with negative results from their strategies present their strategies (if agreeable and appropriate) to other members of the group. Ask the group to provide ideas and suggestions for improving the strategies of the individuals.

3. Have individual students present their strategies to the class.

Evaluation/Follow-up

Have students submit written reports identifying the strategies developed which will be reviewed on completeness, attention to detail, and readability.

Have student teams provide the list of possible strategies to be used by those needing assistance.

***Supplement in High School Appendix XII/3**

XIII/1

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 1

Demonstrate how current learning relates to work

Activity

Students will describe how the choices made in school may affect their lives in the future.

Procedure

1. Have students list all of the possible choices they can make while in school and describe the possible affects these choices may cause them in the future.
2. Have students submit a request to the principal to invite a senior citizens group to the school to interview.
3. Form teams of students and develop a list of interview questions for the adults to answer. The interview questions will deal with choices and consequences. Have the teams interview the adults noting the answers to the questions and videotape the interview for possible analyses and later use with another class.
4. Have teams develop a chart identifying the information received from the adults entitled: "Choices and Consequences".
5. Have individual students review the charts and compare the information with the list that they developed noting the differences and similarities and report on their results and findings in a presentation for the class.

Evaluation/Follow-up

Have students submit a written report identifying the results of the interviews which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include visual aides in the individual presentations.

***Supplement in High School Appendix XIII/1**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 2

Demonstrate an understanding of the importance of preparing for occupations

Activity

Students will describe how their talents can be used in the community.

Procedure

1. Define the term *talent.*
    - *Talent*: native ability for a specific pursuit that can be cultivated by the one possessing it.
2. Identify various talents needed by community businesses and organizations. Ask students to add to the list.
    - making friends
    - cleaning up
    - talking
    - listening
    - cooking
    - organizing
    - helping
    - understanding
3. Have students select two talents that they have (personally or from the list) and find places in the community that use those talents.
4. Form teams and have each team will develop a class chart identifying the talents and the possible places in the community that the talents can be used.

Evaluation/Follow-up

Have students submit written reports identifying the talents information.

Review chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XIII/2**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIII: Understanding of the relationship between work and learning

Indicator 3

Demonstrate an understanding of the importance of practice, effort, and learning

Activity

Students will list the benefits of the positive use of leisure time.

Procedure

1. Define the term *leisure*.

   Leisure: free unoccupied time during which a person may indulge in rest, recreation, or pursuit of a personal activity

2. Form student teams and redefine the word leisure in their terms and to discuss their use of leisure time. Have the students describe the possible positive and negative uses of leisure and in which category their use of leisure time fits. Select an individual on each team to record the main points of the discussion. Select another individual to lead the discussion to reach consensus on a definition for leisure time. Have the group develop a list of examples of positive and negative uses for leisure time.

3. Have each team develop a chart defining leisure and showing examples of the positive and negative uses of leisure time.

4. Post the charts in the school library.

Evaluation/Follow-up

Have students submit written reports defining and identifying the positive and negative uses of leisure time which will be reviewed on content, completeness, attention to detail, and readability.

Have students provide a list of steps taken to develop the examples.

Review chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XIII/3**

XIV/1

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 1

Demonstrate a knowledge of the jobs in the community

Activity

The students will identify several occupations that are currently in demand in the community.

Procedure

1. Have the students invite speakers from the community to present.
2. Give each team a different business to contact. Have teams write a principal request proposal prior to sending a letter to the agency and send an outline of the information that they are requesting and give suggestions for the content of the presentation delivery.
3. Have teams develop an occupations worksheet based on the speakers expertise that the class will complete while listening to the speaker. Use the worksheet as a learning aide used to enhance the effectiveness of the presentation.
4. Have teams follow up the speaker visits by designing a review activity for the class.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience activities.

Evaluate the activity the same as a presentation with the addition of the following items: content accuracy, use of handouts, use of clearly-defined directions, and clearly defined response request.

***Supplement in High School Appendix XIV/1**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 2

Demonstrate an understanding of the career resources in the community

Activity

The students will describe how the local labor market information can aide in selecting a career.

Procedure

1. Have the students write a request to the principal authorizing them to invite an individual from the community (OBES, etc.) to speak to them about the labor market in the community.
2. Have the students contact local agencies identifying themselves and requesting information about whom to contact for a presentation about the local labor market.
3. Have students design a letter requesting the presentation and enclose an outline of the information that they would like presented and the possible techniques that the speaker might use to enhance the presentation.
4. Have students design a labor market worksheet to be used during the presentation to record the significant information.Videotape presentations for future reference.
5. Have students form teams and review the information each has listed on the worksheet. Develop an additional worksheet with the group's input. Have them compare their worksheets to those of the other teams and incorporate the information in thier career plans.

Evaluation/Follow-up

Have students submit their worksheets which will be reviewed on content accuracy, completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in High School Appendix XIV/2**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XIV: Skills to understand and use career information

Indicator 3

Demonstrate a knowledge of the skills necessary for job success

Activity

The students will identify the non academic skills that are necessary for job success.

Procedure

1. Have the students identify the classroom skills that are necessary for academic success.
2. Have the students define the phrase non-academic skills and list the skills that they believe are necessary for job success.
3. Have teams take each list and compare them noting the similarities and differences and design a single non-academic skills list. Using the list, have the teams will design a employer survey and submit a proposal request to the principal asking for permission to conduct the survey.
4. Select businesses and individuals who will receive the survey with a response time indicated.
5. Collect the surveys and share the results presented in a presentation with an accompanying written report. Design the presentation to be given to a local business organization and send the written report to the library.

Evaluation/Follow-up

Have students identify the results from the survey in their report and review for completeness, accuracy, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Competency IV/3 Continued

Include in the presentation audiovisuals, speaking segments, and audience-engaging activities.

Review the survey on content, organization, and readability.

***Supplement in High School Appendix XIV/3**

XV/1

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 1

Demonstrate an understanding of how work can satisfy personal needs

Activity

The student will describe how all jobs have value and worth.

Procedure

1. Have the students list the jobs that they believe they would not want to have.
2. Form teams and give each one of the jobs from the above list to research.
3. Have the teams design a chart identifying the skills, wages, working conditions, tools required, training required, and the hours per week involved in the job.
4. Have the teams identify the work performed on the job and assess its value to the community. Address whether the work performed is used by their family and if so what is its value to the family.
5. Have the teams develop a classroom presentation about their findings and conclusions.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience-engaging activities.

Review the chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XV/1**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XV: Awareness of how work relates to the *needs and* functions of society

Indicator 2

Demonstrate an understanding of the products and services of local employers

Activity

The students will list the jobs created by the emerging technological trends.

Procedure

1. Have the students list the occupations located within the community/city and assign teams to each group.
2. Have the teams research the history of the jobs they have been given and create a chart with a timeline continuum. Place the job origins on the timeline noting the significant technological changes that have occurred since the jobs creation.
3. Have the teams conduct their research using computer information programs, library resources, school/ community resource centers, and interviews. Have students submit a request proposal to the principal to interview community members and conduct off-site research.
4. Have the teams present their findings to the class.

Evaluation/Follow-up

Have students submit a written report identifying activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience-engaging activities.

Review chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XV/2**

XV/3

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XV: Awareness of how work relates to the needs and functions of society

Indicator 3

Demonstrate an understanding of how work affects the community

Activity

The students will describe how technological trends affect training and education.

Procedure

1. Have the students form teams and select a training site to conduct a survey. The possible sites may include, but are not limited to the following:
   - community college
   - adult education center
   - business training site
   - trade school
   - technical college
   - college
   - vocational center
   - university
   - business school
   - branch campus
2. Have the teams develop a survey that seeks to understand the affect technology has had upon the training or educational programs that they have selected. Tailor each survey to the learning site that each team is researching. Develop the survey and submit it to the instructor before students can submit a proposal request to interview or visit the learning site.
3. Have the teams develop a report profiling their findings in narrative and chart form.
4. Have the teams present their reports to the class.

Evaluation/Follow-up

Have students submit a written report identifying the activity design which will be reviewed on completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Include in the presentation audiovisuals, speaking segments, and audience -engaging activities.

Competency XV/3 Continued

Review chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XV/3**

XVI/1

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 1

Demonstrate an understanding of how work is important

Activity

List the nontraditional job opportunities available in the community.

Procedure

1. Have the students list the places of employment in the community where individuals are working in nontraditional jobs and form teams and divide the community into geographic locations with each team selecting one area to research.

2. Have the teams utilize the following resources to conduct their search:

   - newspaper
   - OBES
   - private agencies
   - computer information systems
   - personnel offices
   - union organizations

3. Have the teams develop a plan of action for their search, identifying the geographic location, questionnaire design, transportation needed, techniques to be used to get the information, and a request proposal to be submitted to the principal.

4. Have teams design a presentation including a chart to give to the class. Form the charts into one large chart identifying the job locations in the entire community.

Evaluation/Follow-up

Have students submit the plan of action containing the above criteria (see # 3) which will be reviewed on content, accuracy, completeness, attention to detail, and readability.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

Competency XVI/1 Continued

Include in the presentation audiovisuals, speaking segments, and audience-engaging activities.

Review chart on content, visual display, organization, and readability.

***Supplement in High School Appendix XVI/1**

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 2

Demonstrate an understanding of the changing roles of women and men

Activity

The students will identify the schools that provide nontraditional training opportunities.

Procedure

1. Have the students develop a survey that seeks to find training institutions within the community, region, or state that encourage nontraditional placement.
2. Have the students identify the training institutions to be surveyed based on the following criteria. mailing costs, time available for project, selected geographic region, and programs offered.
3. Have the students develop a plan of action identifying the steps taken to develop, implement, and complete the project. Have them submit a request proposal for interviews and off campus activities.
4. Have students seek permission to publish their results in the school board newsletter.

Evaluation/Follow-up

Review survey on content, completeness, accuracy, and readability.

Review the newsletter article on grammar, content, design, completeness, accuracy, and readability.

Have students provide a list of steps taken to introduce, review, evaluate, validate, and develop the plan of action.

Have teams submit the proposal which will be reviewed on meeting the proposal criteria, completeness, detail, and readability.

***Supplement in High School Appendix XVI/2**

HIGH SCHOOL
EDUCATIONAL DOMAIN

Competency XVI: Understanding of different occupations and changing male/female roles

Indicator 3

Demonstrate an understanding of the connection between home and work

Activity

The students will describe the changing role of the male and female in the family.

Procedure

1. Have the students divide into teams and each team develops a skit about what they perceive family life will be like in the future. The skits will deal with the following areas:

   - school
   - jobs
   - leisure
   - communication
   - family time
   - sports
   - chores
   - transportation
   - entertainment
   - neighbors

2. Have the teams identify the articles, plays, movies, books, or people that they used to develop their ideas.

3. Have students design the skit to involve every member of the team. Write the script containing the background information about location, date, and the parts each student will play. Limit the skit to fifteen minutes. Have the students present a script to the instructor for approval.

Evaluation/Follow-up

Review the skit on content, originality, completeness, attention to detail, and participation.

Have students provide a list of steps taken to develop the skit.

***Supplement in High School Appendix XVI/3**

Guidance Curriculum Resource

personal social career educational personal social career educational

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ELEMENTARY SCHOOL APPENDIX III/1

HEALTHY BEHAVIORS OR NOT?

Read the items listed and write yes if they are healthy behaviors. Write no if they are not healthy behaviors.

___ Reading a good book
___ Eating movie theater buttered popcorn
___ Jogging
___ Riding a bike
___ Puffing on a cigarette
___ Smoking marijuana
___ Eating green vegetables
___ Jumping rope
___ Brushing your teeth
___ Spending a quiet moment alone
___ Staying up late
___ Doing aerobic exercises
___ Going for a walk
___ Reading in a dark room
___ Swimming
___ Eating candy bars
___ Getting into fights
___ Taking a nap
___ Eating a raw carrot
___ Wearing your glasses

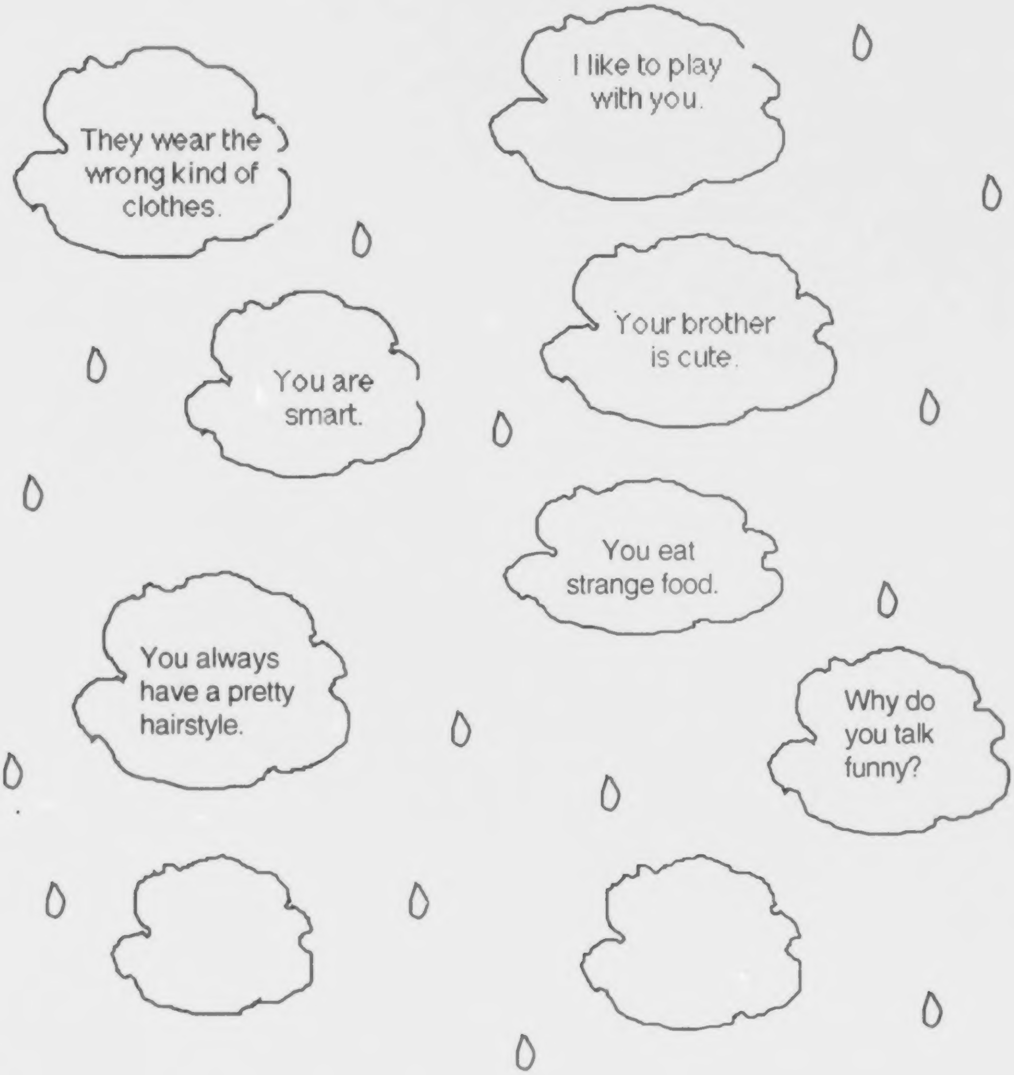
___ **Total healthy behaviors**

Participate in the healthy behaviors daily!

ELEMENTARY APPENDIX V/3

THE WORDS YOU SPEAK

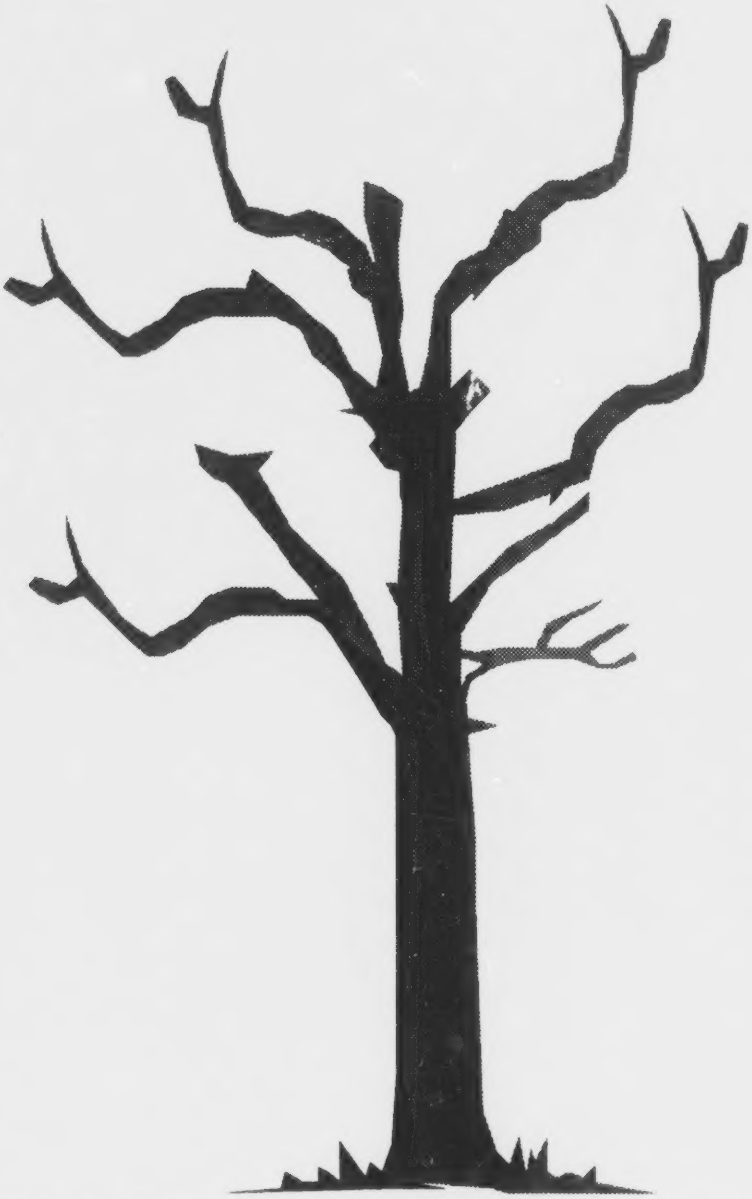
Words you speak are like raindrops, they can soak in. Unpleasant words can cause hurt feelings and anger. Pleasant words make people feel good. Color the expressions that will make people feel good. Write two other feel-good expressions on the empty clouds.


They wear the wrong kind of clothes.
I like to play with you.
You are smart.
Your brother is cute.
You eat strange food.
You always have a pretty hairstyle.
Why do you talk funny?

Adapted from *Ready to Use Multicultural Activities for Primary Children*, Saundrah Clark Grevious, 1993.

ELEMENTARY APPENDIX VI/1A

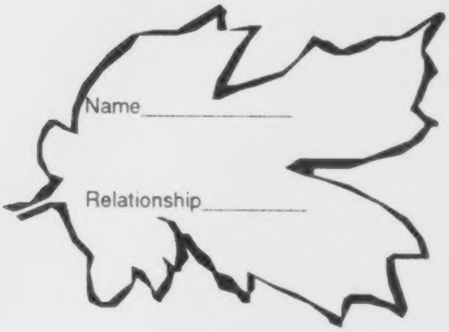
MY FAMILY TREE



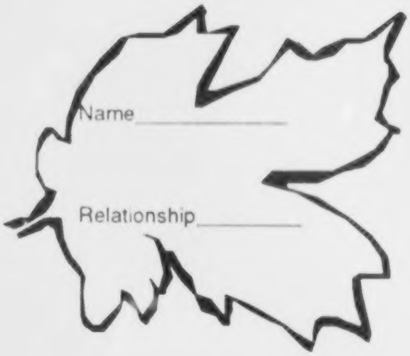
ADAPTED FROM *READY-TO-USE MULTICULTURAL ACTIVITIES FOR PRIMARY CHILDREN*, SAUNDRAH CLARK GREVIOUS

ELEMENTARY APPENDIX VI/IB

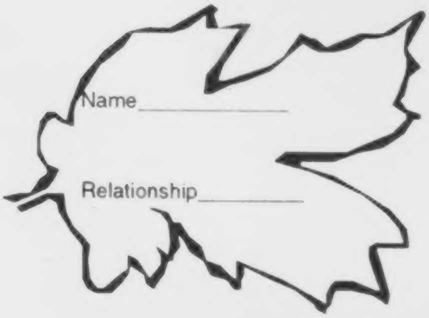
MY FAMILY


Name______________

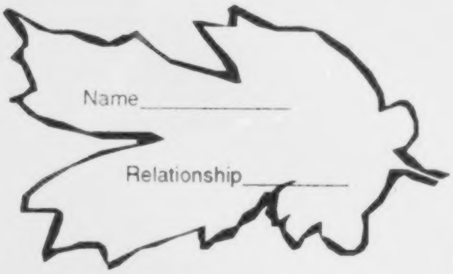
Relationship__________


Name______________

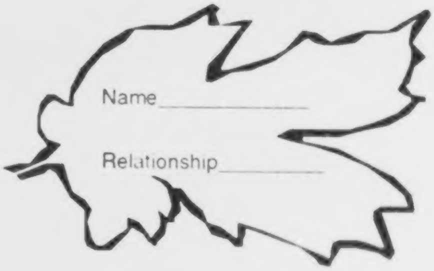
Relationship__________


Name______________

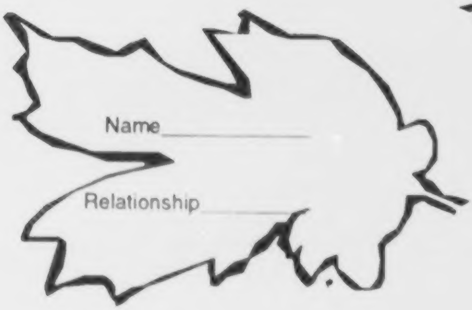
Relationship__________


Name______________

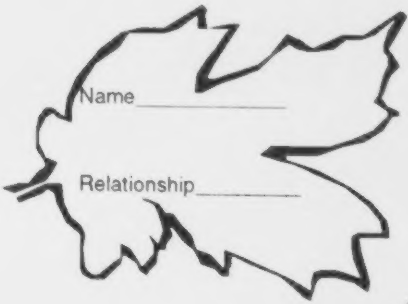
Relationship__________


Name______________

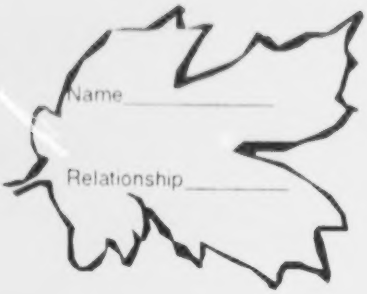
Relationship__________


Name______________

Relationship__________


Name______________

Relationship__________

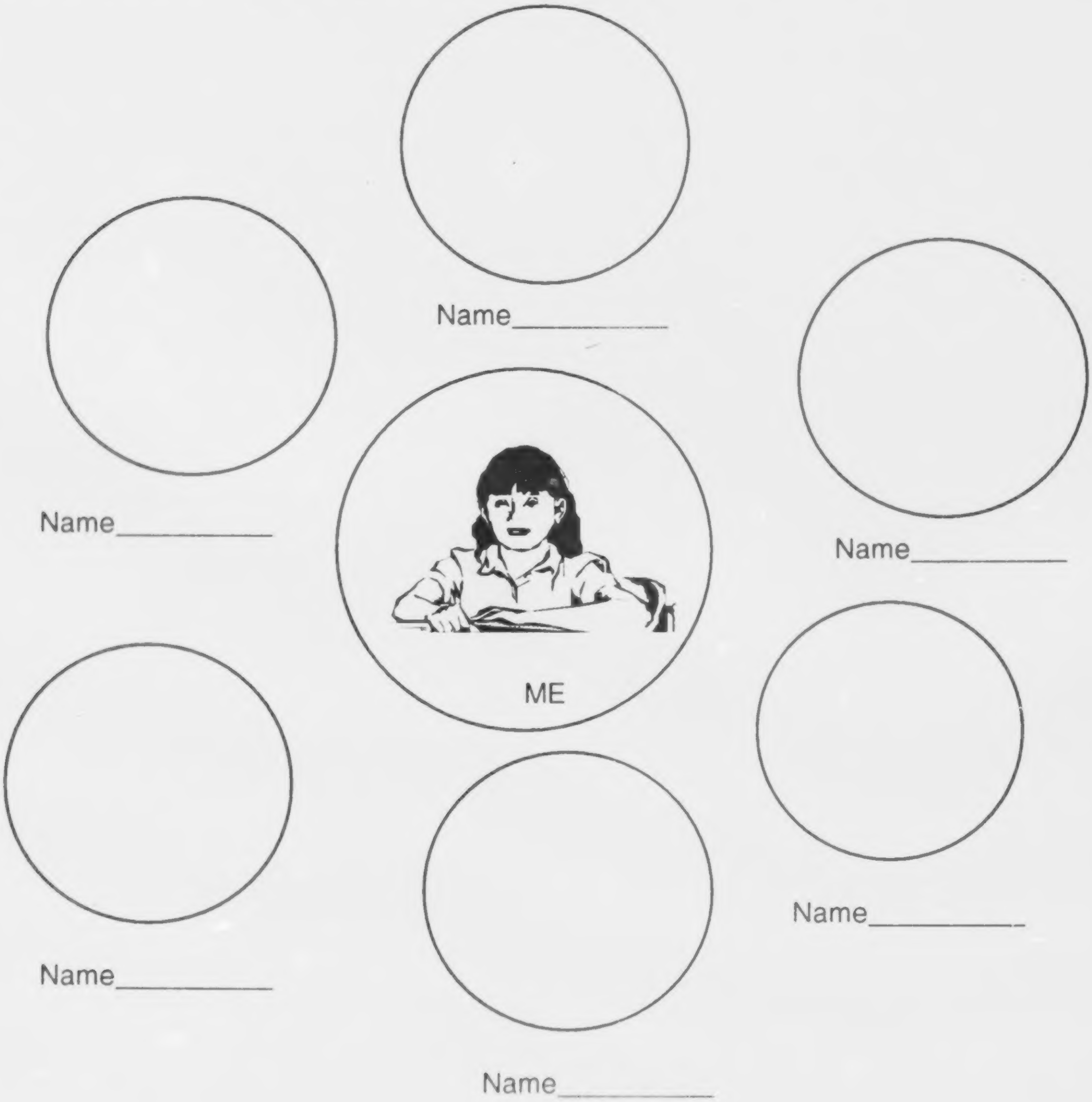

Name______________

Relationship__________

ELEMENTARY APPENDIX VI/6

MY CIRCLE OF SUPPORT

Draw pictures of persons who provide support to you!

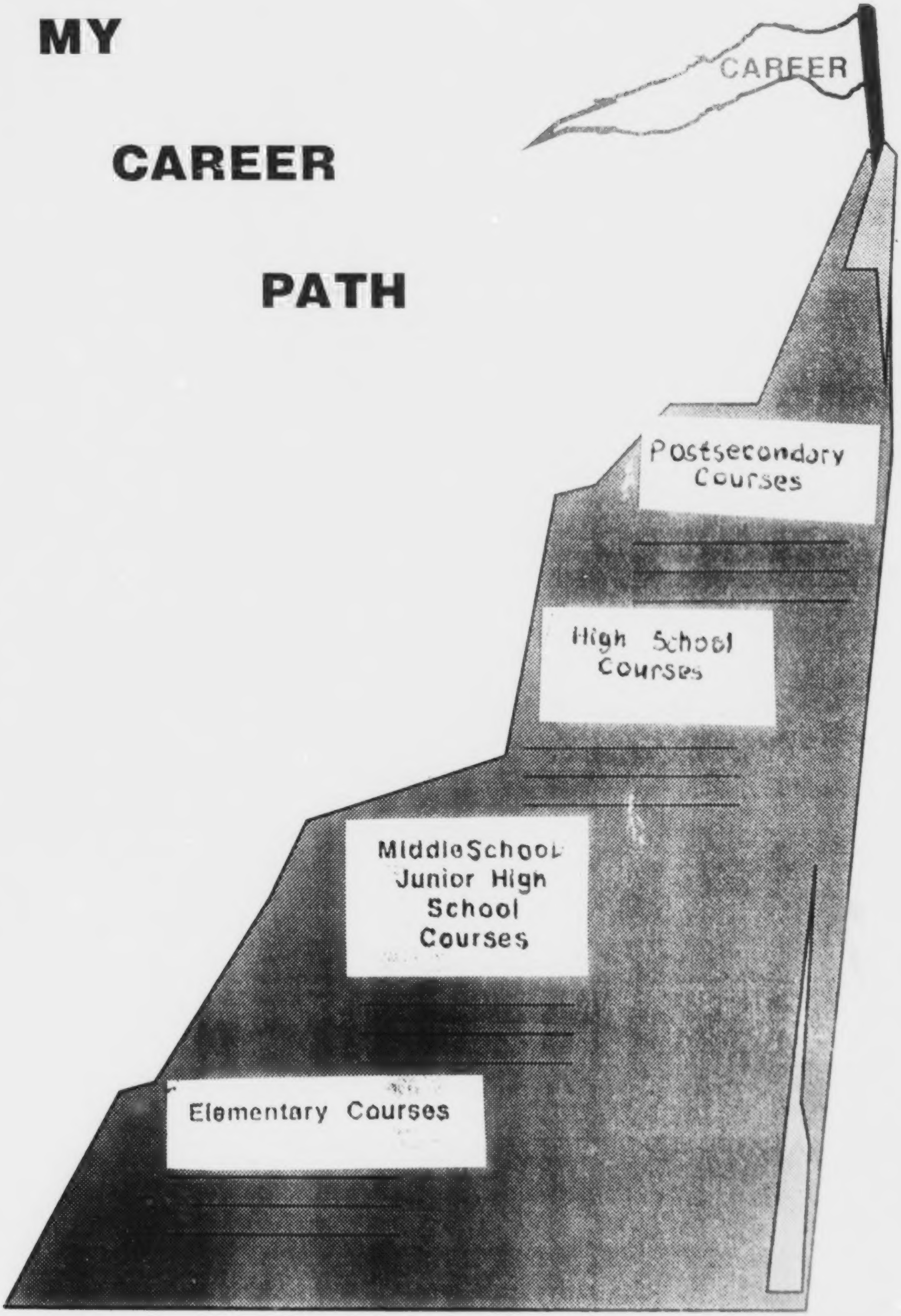

Name__________
Name__________
Name__________
ME
Name__________
Name__________
Name__________

ELEMENTARY APPENDIX VII/2

WHO LIVES IN AMERICA?

1. Who was already living in America when the Europeans came?
2. Who was forced to leave their homeland to be slaves in this country?
3. Which gender makes the smallest salaries?
4. Who came to this country seeking religious freedom?
5. Who came to this country seeking riches and fortune?
6. Which age group has worked for many years and has retired from their jobs?
7. Which gender holds most of the management and leadership jobs in the job market?
8. What religious group was persecuted in Germany during the war?
9. Which group is discriminated against because of skin color?
10. Which group was forced to leave their land and move to reservations?

MY CAREER PATH


CAREER
Postsecondary Courses
High School Courses
MiddleSchool Junior High School Courses
Elementary Courses

BEST COPY AVAILABLE

ELEMENTARY SCHOOL APPENDIX X/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX X/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX X/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

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Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
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Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
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Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____________________________________

Team Members____________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
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Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
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Kinesthetic	
Visual	
Auditory	

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Apathetic		
Disrespectful		
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Irresponsible		

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You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
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Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

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Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

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Check developed areas

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Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

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Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

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Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

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Disruptive		
Irresponsible		

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Check developed areas

Interactive and organized task-oriented dialogue	
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Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XIV/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XV/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
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Check areas for improvement

Minimal task oriented dialogue	
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Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
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Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XVI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XVI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members______________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

ELEMENTARY SCHOOL APPENDIX XVI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor____

Team Members____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX II/3

WHAT DO YOU THINK ABOUT RULES?

Respond to the following questions.

Agree	**Disagree**	
☐	☐	1. Sometimes rules are hard to follow.
☐	☐	2. Everyone must follow rules.
☐	☐	3. Rules help people get along with each other.
☐	☐	4. Rules make it harder for us to play games.
☐	☐	5. There should be no rules at all.
☐	☐	6. They make rules just for children.
☐	☐	7. Rules help us to know what we should do.
☐	☐	8. Rules keep me from doing what I want to do.
☐	☐	9. Rules must never be broken.
☐	☐	10. If you break the rules you cannot be doing the right thing.

Discuss student answers.

Adapted from *Law Related Instructional Unit for Children*, Ohio State Bar Association

MAKING DECISIONS

Making decisions

Making decisions in today's fast-paced world is both an art and a science. We have many choices which are limited only by our energy.

New decisions never before encountered are the rule rather than the exception. Making major decisions is hard to do.

If you have a process to guide you to more effective decisions, you will gain control of your everyday life, and you can chart your future.

This material outlines a process for making decisions

Know the steps you must take to make a good decision. The steps are

- **Recognize the problem**
- **Gather facts**
- **State the problem**
- **Think up solutions**
- **Evaluate the solutions**
- **Choose the best solution**
- **Test the solution**
- **Evaluate the results**

What is the problem?

Only when you know what the problem is can you make an intelligent decision. The steps to identify problems are

- to realize that a problem exists and that it needs a solution,
- to gather facts and information about the problem,
- to state the problem as it really exists using all of the relevant facts and information, and
- to define the problem and its limitations

What are the possible solutions?

Alternatives, choices, or solutions to the problem can be gathered using available resources such as

- Yourself (through study and experience),
- Family and friends (who faced similar problems),
- Experts (those who have special knowledge or skills),
- Media (magazines, videos, newspapers, TV, radio, etc.)

What are the consequences of each solution?

How does each alternative fit your temperament and life goals? There must be a close fit between the solution and your values, interests and abilities, and goals and objectives.

Some of the key factors you should use in evaluating the consequences of each decision are

- What will be the effect upon you?
- What will be the effect upon others?
- How will you feel about yourself?
- How will others feel about you?
- Are you willing to "face" the consequences?

What is the best solution?

You must realize that this process will help you to make the best decision you can based upon the information available when the decision needs to be made

To implement the decision effectively, you should have certain feelings about your choice:

- It is your choice (you will have to live with it).
- You should view it as a positive step entered into optimistically.
- You need to commit yourself to implement the decision fully.
- You should have a back-up plan in mind.
- You should be open to change if new information is found.

Test the solution

Testing the solution in some ways is the most critical step in the process of making decisions. Three basic steps are to ask yourself

- What could go wrong?
- How likely is something to go wrong?
- What actions must I take if something does go wrong?

Some of the key decisions you must make during your high school years are

- **Shall I consume alcohol?**
- **Shall I use tobacco and/or other drugs?**
- **What college or university will fit my needs best?**
- **Which high school courses do I need to take to prepare for specific jobs I like?**
- **Should I get married?**
- **How about religion?**
- **What kind of post-high school training should I consider?**
- **What occupations should I consider based upon my achievements, aptitudes, and interests?**

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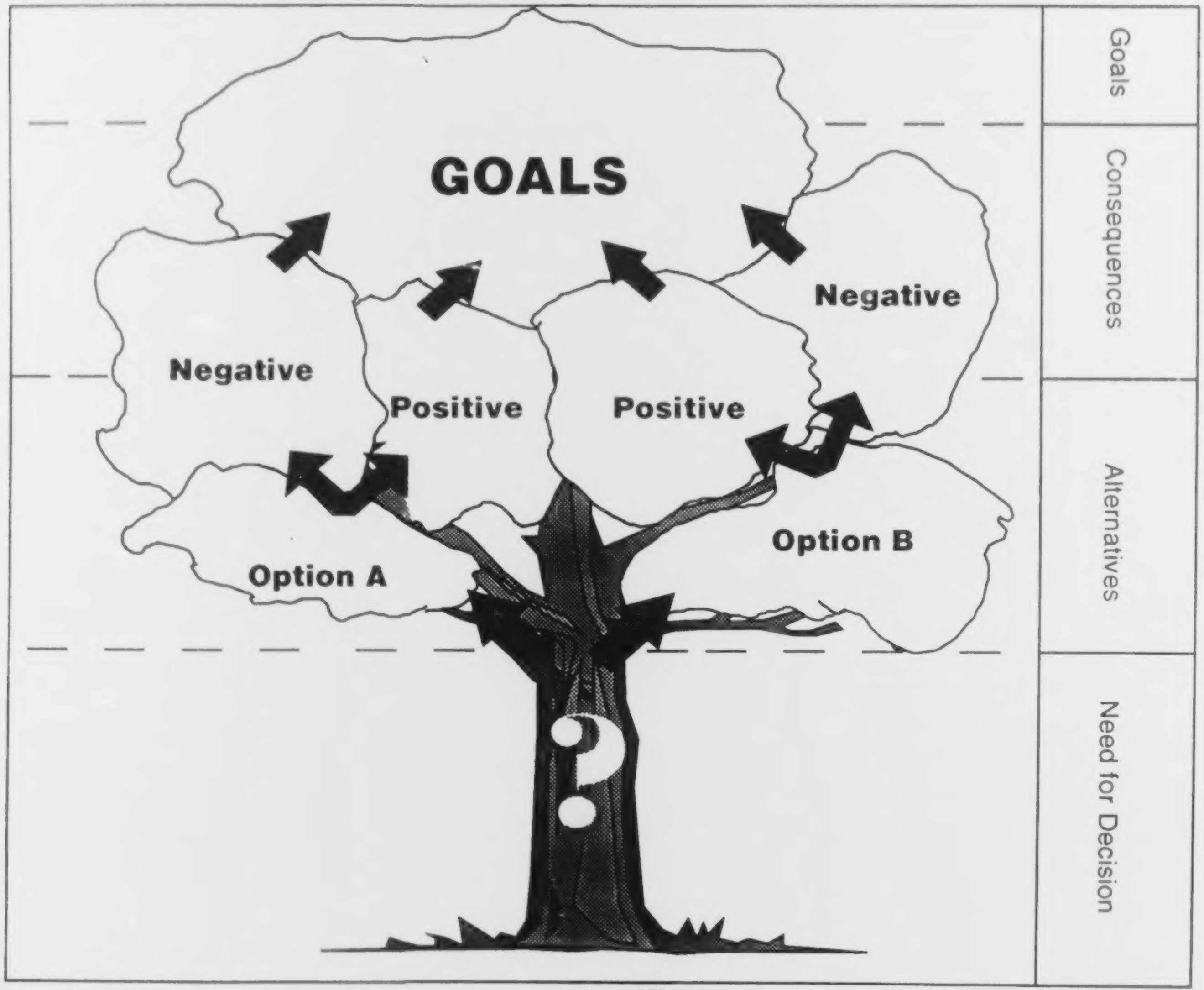
MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX II/4B

FOR PARENTS ONLY

A SIMPLE APPROACH WOULD BE TO COMPLETE A DECISION TREE FOR EACH MAJOR DECISION


GOALS
Negative
Positive
Positive
Negative
Option A
Option B
?
Goals
Consequences
Alternatives
Need for Decision

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX III/2

50 Ways to Reduce Stress

- Talk to a positive friend
- Watch your favorite video
- Plant a flower garden
- Play a tune on the piano
- Write a letter to a close friend
- Clean your room
- Drink a tall glass of lemonade
- Play some quiet music
- Take a nap
- Fly a kite
- Play a tune and dance
- Read a book
- Draw or doodle a picture
- Go play barefoot in a sandbox
- Take nature photos
- Go jogging
- Build a snowman
- Learn calligraphy
- Bake a cake
- Buy a new outfit
- Knit a sweater
- Try a new restaurant
- Take a bubble bath
- Make angels in the snow
- Light an aromatic candle
- Take a hike
- Listen to a book on tape
- Do ten minutes of yoga
- Go roller blading
- Go for a bike ride
- Write a poem
- Make little repairs around the house
- Go to an arts and crafts show
- Go to a movie matinee
- Smile and speak to someone you meet
- Paint an abstract
- Visit a friend
- Deep breathe for relaxation
- Watch a sunset and reflect
- Sing in the shower
- Go fishing
- Go to the museum/art gallery
- Visit an arboretum
- Play with your pet
- Take an aerobics class
- Get a pedicure
- Have a cup of tea
- Go shopping
- Work a crossword puzzle
- Do absolutely nothing

CULTURE RESEARCH ASSIGNMENT

Research a culture other than your own by interviewing members of another cultural group, by reading about another culture, or by attending an event sponsored by other cultural group members. The findings can be shared with the entire class.

Following your research, respond to the following questions:

1. I have selected the _______ group to study.
2. Most members from the group came to this country because ____.
3. This group has made some of the following contributions to the arts, sciences, government, entertainment, sports, and/or human rights:

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____
4. The most significant information I gained in this research project was ______________________________

   ____

   ____

   ____

   ____

   ____

   ____

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VI/3 and VI/5

Reading List: Books About Culture*

1. *My Brother's Keeper: The Holocaust ,Through the Eyes of an Artist*, Bernbaum; Israel, G.P. Putnam's Sons
2. *Breadsticks and Blessing Places*, Boyd, Candy Dawson; MacMillen Publishing Company
3. *Motown and Dede: A Love Story*, Myers, Walter Dean; Viking Kestrel
4. *Loudmouth George and the New Neighbors*, Carlson, Nancy Lee; Carolrhoda Books, Inc.
5. *Winners*, Collua, Mary-Ellen Lang; Dial Press, Inc.
6. *Stolen*, Crutcher, Christopher C.; Greenwillow Books
7. *How My Parents Learned to Eat*, Friedman, Ina Rosen; Houghton, and Mifflin Co.
8. *Rose Blanche*, Gullaz, Christopher and Innocenti, Roberts, Creative Education, Inc.,
9. *Hello, My Name is Scrambled Eggs*, Gilson, Jamie and Lathrop, Lee; Shepard Books
10. *The Twelfth of June*, Gould, Marilyn; J.B. Lippencott Co.
11. *A Time to Be Brave*, Kleitsch, Christel and Stephans, Paul; Annick Press Ltd.
12. *Come Sing, Jimmy O*, Paterson, Katherine Womeldorf; Lodestar Books
13. *Here's to the Sophomores*, Petersen, Peter James; Delacorte Press
14. *The War Between the Classes*, Miklowitz, Gloria D.; Delacorte Press
15. *Sumitra's Story*, Smith, Rukshana; Coward-McCann, Inc.
16. *Angel Child, Dragon Child*, Surat, Michele Maria; Raintree Publishers, Inc.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VI/3 and VI/5 Continued

*This is not an exhaustive nor a recommended list but is intended only as examples of books about multiple cultures.

17 *Living in Two Worlds*, Rosenberg, Maxine Berta, and Lathrop, Lee and Shepard Books

18. *Dancing Feathers*, Kleitsch, Christel and Stephens, Paul; Annick Press Ltd.

19. *In the Year of the Boar and Jackie Robinson*, Lord, Bette Bao; Harper and Row Publishing, Inc.

*This is not an exhaustive nor a recommended list but is intended only as examples of books about multiple cultures.

ASSERTIVENESS QUIZ

Check off the assertive responses:

☐ 1. When I have done something important, I let others know about it.

☐ 2. During an argument, I am so upset I shake all over.

☐ 3. I tell the waiter or management when I get poor service in a restaurant.

☐ 4. I speak up if someone tries to "dish" in front of me in a line.

☐ 5. I have no trouble asking friends for help.

☐ 6. I keep quiet rather than cause controversy.

☐ 7. I avoid dickering over prices with salespeople.

☐ 8. I am careful not to hurt others' feelings even when I feel I have been injured.

☐ 9. When I see an injustice being done, I speak up about it.

☐ 10. If a friend does something wrong in my presence, I do not hesitate to tell her(him).

☐ 11. I often have a hard time saying "no".

☐ 12. When I am asked to do something, I ask "Why?"

Answers: 1, 3, 4, 5, 9, 10, 12

What Makes Skin Color

The oxygen we breathe is carried to certain cells in our skin where it combines with a substance called tyrosine to make melanin. Tyrosine comes from the meat, milk, and cheese (protein) we eat; oxygen comes from the air we breathe. The number of cells we have that make melanin depends on how many of these cells our parents had (or their parents, etc.). The melanin cells we got from our parents cause the hair, eye, and skin colors that we have.

People have all kinds of combinations of hair, skin, eyes. If our melanin cells are spread around a lot, we are very light, and we sunburn easily. If we do not have any melanin cells at all, the same thing happens. People with no melanin cells are called albinos. The more melanin cells a person has, the darker is the color of the person's skin.

Questions to Ask During the Video Presentation

Stop the video at key points to ask questions below:

Chameleon

1. Identify feeling words you heard in the video.
2. When did that feeling first begin?
3. Who controls the feeling(s) you have about what is going on?
4. What strategies can you use or have you used for handling such feelings?
5. Identify stereotypes from the video. Add other stereotypes you have heard at school and outside of school. Where did these stereotypes originate?
6. What kind of strategies can you use or have you used in confronting stereotypes at the personal/institutional level?

'ISMS' Definitions

- *Racism*: A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.
- *Ageism*: Discrimination against people on the basis of age; especially discrimination and prejudicial stereotyping of older people
- *Sexism*: Discrimination against people on the basis of gender; specifically, discrimination against, and prejudicial stereotyping of women.
- Can you define ableism, classism?
- Can you name other related *isms*? Define ____________?

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VII/3

CHALLENGING STEREOTYPES

1. Select a racial or an ethnic group and list. ______________________________

2. List what comes to mind when you think of this ethnic group.

   ____

   ____

   ____

   ____

   ____

   ____

3. How did you come to believe the above about your selection?

   ____

   ____

   ____

   ____

4. Reality test your statements.

   A. Though we may not negate what you experience with "culturally/religiously different" individuals, we can interpret our experiences differently. Our current interpretations are affected by the mass media's depictions.

   B. Each observation we make applies to the individual(s) involved and not to the entire group.

   C. The same or similar interpretations may be made for the group we belong to when observed by a person from a group different than ours.

   D. The more experiences we have with persons of a different group, the more accurate our perceptions are likely to become.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VIII/4A

ICP
Individual
Career Plan

Individual Career Plan

Personal Information

Name ______________________

Address ______________________

____

Birth Date ______________________

Parent/Guardian Name ______________________

Educational History

Name of School	City and State
Elementary School(s)	
Middle School(s)	
High School(s) and/or Vocational School(s)	
Technical School and/or College and/or University	

This document is only a tool to identify career and educational goals. It will not guarantee you employment in a specific job or career.

CONTENTS

This plan is part of the career development process and should help you build a Career Passport.

Required

- Career Pathway
  - Career Planner
  - Educational Planner
- Career Skills Builder
  - School Based Learning
  - Work-Based Learning
  - Career Passport Activities
- Assessment Record
  - Results of Career Interest and Aptitude Surveys and Assessments
  - Other Assessments
  - Passage of *Ohio Ninth-Grade Proficiency Tests* and *Ohio Twelfth-Grade Proficiency Tests*

Recommended

- Record of Awards Earned
- Academic and Career-related Classroom Work
- Vocational Competency Test Results (if applicable)
- College and/or Postsecondary Admission Test Results (if applicable)
- Individual Transition Plan (ITP) (if applicable)
- Completed Sample Job Application
- Letters of Recommendation
- Other Items Deemed Appropriate

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VIII/4B

IGP
Individual
Career Plan

Career Pathway

Educational Planner

Name ______________________

Date ______________________

Circle one: Grade 8 9 10 11 12

This form will help you decide on the most appropriate educational plan to help you reach your career goals. You will have the opportunity to review your educational plan annually and make any needed changes. A new Career Pathway sheet will be provided to you at that time to make revisions. Select course work related to your chosen career cluster.

Extracurricular experiences and activities to support my career goals:

Career Cluster

Select the career cluster(s) that best fits your career goals(s).

- ☐ Arts and Communications
- ☐ Business and Management
- ☐ Industrial and Engineering Systems
- ☐ Environmental and Agriculture Systems
- ☐ Health Services
- ☐ Human Services

Graduation Requirements			9th Grade	Semester			10th Grade	Semester			11th Grade	Semester			12th Grade	Semester		
Student Choice																		
Subject	Units	Units	Subject	1st	2nd	Cr	Subject	1st	2nd	Cr	Subject	1st	2nd	Cr	Subject	1st	2nd	Cr
English																		
Math																		
Science																		
Social Studies																		
Health																		
Phys. Ed.																		
Total																		

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Continued from the Career Planner

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX VIII/4C

ICP
Individual
Career Plan

Career Pathway

Career Planner

Name ____________________

Date ____________________

Circle one Grade 8 9 10 11 12

This form will help you enter and succeed in a career. Begin your career planning by completing the statements below. Since your career plans may change over time, you will have a chance to complete a copy of this form again each year. This document is only a tool to identify career and educational goals. It will not guarantee you employment in a specific job. After completing this form, go on to the Educational Planner.

After High School I plan to

- ☐ 1. Work full-time
- ☐ 2. Work part-time and attend school
- ☐ 3. Attend a two or four year post-secondary institution full-time
- ☐ 4. Attend technical school full-time
- ☐ 5. Enter the military as a career

1. What is your career goal(s)?

____
____
____

2. What interests, skills and knowledge support your career goals?

____
____
____

3. What courses/classes do you plan on taking in high school to reach your goal(s)?

____
____
____

4. What do you plan on doing after high school to reach your goal(s)?

____
____
____
____

5. What activities and/or skill training will you need to learn outside of school to reach your career goal(s)?

____
____
____
____

6. What degree, certification, licensure and/or specialized training will you need for your chosen career?

____
____
____
____

7. Has your career goal(s) changed since last year? Since the eighth grade?

____
____
____
____

8. What other career goal(s) and educational plans have you considered as a second choice?

____
____
____
____

Approval of Career Pathway

I support this Career and Educational Plan.

____
Student Signature **Date**

____
Adult Signature **Date**

* Continue on to t[illegible]cational Planner *

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX IX/IA

Study Skills Are Developmental

Study Skill Grade	Locating Information	Organizing Information	Recalling Information
Preschool	• recognizing the alphabet • recognizing numbers • learning about books	• sorting information into categories or groups • establishing categories or groups • sequencing information	• recalling or remembering ideas
K-3	• alphabetizing • locating words and meanings in the dictionary • using table of contents • exposure to reference materials • proper care of books • appropriate library behavior • general understanding of book arrangement	• sorting information into categories • establishing categories • sequencing information • determining essential and nonessential information in stories	• recognizing that different types of questions require different sources of information • using questions to help generate interest
4-8	• using book parts • extending dictionary skills • understanding book classifications • using special reference materials	• categorizing terms into super ordinate, subordinate, and equal-status relationships • understanding paragraph patterns • locating the main idea • developing outlining, summarizing, and note-taking skills	• employing organized reading study strategies (SQ3R) • employing memory aids, e.g., association, imagery
9-12	• using various periodical indexes • knowing other book-classification systems • analyzing the reliability of information	• continued use of outlining, summarizing, and notetaking	• continued generation of questions prior to reading • continued employment of organized reading-study strategies

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX IX/IB

Adjusting Reading Rate	Formalizing Study Methods	Using Graphic Aids	Following Directions
• recognizing various types of books	• modeling appropriate behavior for study	• using pictures as an aid in understanding text	• following one step and two step oral directions
• exhibiting familiarity with various types of books • establishing purposes for reading	• recognizing ways to improve the study environment • modeling appropriate behavior for independent study	• using pictures as an aid in understanding text • reading picture graphs, circle graphs, and pie graphs	• following one-step and two-step oral directions • following one-step and two-step written directions
• demonstrating the ability to vary rate with purpose • using skimming and scanning techniques	• employing techniques for improving concentration • using a form of scheduling to manage time • establishing appropriate study techniques for exams	• reading and interpreting tables, charts, and bar and line graphs • reading and interpreting maps and diagrams • reading and interpreting time lines	• following three-step oral directions • following three-step written directions • following multistep oral directions • following multistep written directions
• using skimming techniques to evaluate written materials	• completing independent assignments • researching information in an organized manner	• preparing graphic aids as a means of presenting information • interpreting political cartoons	• following multistep written directions • interpreting directions for applicability

Study Skills: A Resource Book, produced by the Ohio Department of Education, listed these K-12 study skills for teachers to plan their classroom instruction.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX X/I

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX X/2
GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX X/3
GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

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You may wish to duplicate this evaluation sheet for each team.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
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Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

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Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
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Check developed areas

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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

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Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
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Evaluation		
Practice session two		
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____________________

Team Members: ____________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
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The presentation provided for the following learning styles:

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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
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Put student names by best descriptor of her/his participation.

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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XIV/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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Shows responsibility for meeting goals	

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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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Area	Describe
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XV/3
GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
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Individuals performed task		
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Area	Describe
Kinesthetic	
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XVI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

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Area	Not Completed	Completed
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Task list developed		
Individuals designated		

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Kinesthetic	
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Put student names by best descriptor of her/his participation.

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Disruptive		
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XVI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
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MIDDLE SCHOOL/JUNIOR HIGH SCHOOL APPENDIX XVI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

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Area	Not Completed	Completed
Topic selected		
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HIGH SCHOOL APPENDIX II/4

STEPS IN USING THE BEHAVIOR EQUATION

Behavior=Needs+Self+Place

State the problem that must be solved using the behavior equation.

> *The manager at my part-time job wants me to increase the hours I work after school from three hours each day (5:00 p.m. to 8:00 p.m.) to five hours each day (5:00 p.m. to 10:00 p.m.).*
>
> *If I work that many hours, I will not have much time to study. What should I tell her?*

State the behavior
I would need to increase my work hours from 15 to 25 per week.

State the need
I need to have the extra money.
I need time to study.

State the self
I enjoy working.
I like to get good grades.
I am unable to stay up real late studying because I get sleepy.

State the place
The place where the work will take place is at Daddy's Fast Foods.
The setting where I study is at home in my bedroom.

Possible solutions and consequences

1. *Agree to increase my work time by ten hours per week and my academic standing may fall from honor roll to just average grades. This will negatively affect my scholarship opportunities* and the number of colleges that will accept me.
2. *Tell Ms. Baronski that I cannot work the extra hours but will agree to maintain my current work schedule. I will not be able to get the car I want by December*, but I can get it in May the following year.

Determine which consequence you can more readily live with.

Practice other scenarios students are experiencing.

HIGH SCHOOL APPENDIX III/1

Patterns of Behavior Indicative of Alcohol or Other Drug Abuse

FOR YOUR INFORMATION

Behaviors of Concern

Academic Performance	• Decline in quality of work • Decline in grade earned • Incomplete work • Work not handed in • Failing in subject(s)
Classroom Conduct	• Disruptive in class • Inattentive • Lack of concentration • Lack of motivation • Sleeping in class • Impaired memory • Negative attitude • In-school absenteeism (skipping) • Tardiness to class • Disturbing others • Defiance; breaking rules • Frequently needs discipline • Cheating • Fighting • Throwing objects • Defiance of authority • Verbally abusive • Obscene language, gestures • Sudden outbursts of temper • Vandalism • Frequent visits to nurse • Frequent visits to lavatory • Nervousness, anxiety
Other Behavior	• Erratic behavior day-to-day • Change in friends and/or peer group • Sudden, unexplained popularity • Mood swings • Seeks constant adult contact • Seeks adult advice without a specific problem • Time disorientation • Apparent changes in personal values • Depression • Low affect • Defensiveness • Withdrawal; a loner; separateness from others

Bibliography

Anderson, Gary, *When Chemicals Come to School*, Community Recovery Press, 1993

HIGH SCHOOL APPENDIX IV/1

Weekly Planner

Month ____________________

Monday a.m.____________________
p.m.

Tuesday a.m.____________________
p.m.

Wednesday a.m.____________________
p.m.

Thursday a.m.____________________
p.m.

Friday a.m.____________________
p.m.

Saturday a.m.____________________
p.m.

Sunday a.m.____________________
p.m.

HIGH SCHOOL APPENDIX VI/4

CULTURAL COMPARISONS

Comparison of Hispanic, Asian, Black, Native American, and Mainstream U.S. Values

Mainstream U.S.	Hispanic	Asian	Black	Native American
Nuclear family-oriented	Extended family-oriented	Extended family-oriented	Nuclear and extended family-oriented	Extended family and large network units: clan, tribe oriented
Individualistic	Family comes before the individual	Family central focus	Expressive individuality tied to family and community	Belief in rights of individual as well as others
Children socialized to be independent and competitive	Children taught to be obedient, cooperative, and dependent	Children taught to be obedient, cooperative, and dependent	Children taught dependence on family and community	Children are encouraged to be independent, to make decisions
Competition is valued	Cooperation is valued	Cooperation is valued	Loyalty to family and network valued	Cooperation is valued
Time is valuable: events are tightly scheduled	Time is flexible: events are not tightly scheduled	Time is "elastic," can be stretched or contracted	Most have mainstream time concept, some have flexible time concept	Spatial temporal concept of time: present-oriented
Direct eye contact	Children lower their eyes when reprimanded	Lack of eye contact in deference to authority	Physical teaching and verbal expression of emotions	Limited eye contact and physical touching
Direct ways of dealing with issues	Indirect ways of dealing with issues	Indirect, subtle response	Direct and spontaneous expression of feelings	Indirect, no interruptions, use of silence
Likelihood parents to value education	For low-income families, daily survival is more important than education	Parents value education	Parents respond well if school demonstrates interest	Parents are influenced by staff sensitive to their values and needs
Tendency to use and trust outside agencies	Use family and religious personnel, then outside agencies	Agencies are last resort—usually when problem is extremely serious	Takes time to develop trust, but if staff is sensitive, they will listen	Extended family first, then outside agencies as last resort

Note: This table reflects the ideas of the authors and of the other sources researched.

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HIGH SCHOOL APPENDIX VI/5

LIST OF EXPRESSIONS CONTAINING THE WORD BLACK

Write Alternative (more positive) Expressions

1. black day ______________________
2. black lie ______________________
3. black hole ______________________
4. black ball ______________________
5. blackmail ______________________
6. black mood ______________________
7. black and blue ______________________
8. black magic ______________________
9. black bag ______________________
10. black money ______________________
11. black book ______________________
12. black out ______________________
13. black box ______________________
14. black eye ______________________
15. black frost ______________________
16. black heart ______________________
17. blacklist ______________________
18. black mark ______________________
19. black market ______________________
20. black sheep ______________________

HIGH SCHOOL APPENDIX VII/2

DEFINITIONS

ACCULTURATION: When inter-cultural contact between different cultural groups influence the cultural patterns of one or both groups.

BICULTURAL: Assimilation of the symbols, linguistic traits, communication styles, values, and attitudes of two cultures. Each of the two cultures is equally meaningful to the bicultural individual.

BIASES: The exercise of discrimination toward protected class (e.g., minorities and women); culturally biased tests or procedures that discriminate unfairly against minority groups in a culture because of their content, vocabulary, or other culturally determined expectations.

CULTURE: Represented by the traditions, customs, values, belief systems, and social habits of a particular group.

CULTURAL ASSIMILATION: Adherence to the dominant culture's sociocultural traditions and values, usually a prerequisite to social acceptability and access to political structure.

CULTURAL CHARACTERISTICS: The symbolic, ideational, and intangible aspects of human societies. It is the values, symbols, interpretations, and perspectives that distinguish one people from another.

DISCRIMINATION: To prejudge, differentiate.

DIVERSITY: Different values and language systems possessed by different cultures; quality, state of being different, variety

ETHNIC GROUPS: Several distinguishing characteristics; they share a common ancestry, history, tradition, and community. Identification with ethnic groups may be involuntary although individual identification with a group may be voluntary

ETHNOCENTRIC: The belief that one's cultural ways are not only valid and superior to those of others but also universally applicable in evaluating and judging human behavior.

GROUP IDENTITY: How members of a group perceive themselves and are perceived by others. Group identity is derived from cultural patterns such as values, behaviors, beliefs, language, a sense of history, and ethnicity (defined on the basis of national origin, religion, and/or race).

HIGH SCHOOL APPENDIX VII/2 Continued

MONOCULTURAL: Reflective view that there is only one reality, and biased toward the dominant group. It is the main philosophy of our education system today, and tends to exclude the viewpoint of many other cultures.

PLURALISM: When each diverse group that co-exists within society maintains a culturally, distinct identity.

RACISM: The act of one in power exerting biased and prejudiced behavior over another. The notion that one's race is superior over another race.

SEXISM: Discrimination against people on the basis of gender, specifically discriminate against, and prejudicial stereotyping of, women.

HIGH SCHOOL APPENDIX VII/3

STEREOTYPING QUIZ

1. Since Myra is Jewish, she enjoys ______________________________

   ____.

2. In fact, all Jews ____

   ____.

3. African Americans like to______________________________________

   ____.

4. My uncle told me that Tony Scolari's family were in the ______________ business because they are Italian.

5. Most every day the Japanese teens ______________________________

   ____.

6. What Andre´ Rodriquez and Pablo Sanchez have in common is ____________

   ____.

7. My mother told me not to associate with Jamal Oyono because he believes in __

   ____.

8. Sometimes I believe guys will not date Maria because she ______________

   ____.

9. The way that I feel about Chinese people is ______________________

   ____.

10. It would be better to ask an African American girl to dance because __________

    ____.

Follow this activity by reading responses and discussing the reasons students responded as they did. Distinguish why some statements are stereotypes.

HIGH SCHOOL APPENDIX VIII/1

ACADEMIC GOALS FOLLOW-UP FORM

Was your goal:

☐ Believed
☐ Concrete
☐ Definite
☐ Desired
☐ Achieved

Completion Date ____

Comments ____

____

____

____

____

____

____

____

____

HIGH SCHOOL APPENDIX VIII/2

STUDY LOG

(Duplicate one for each week)

Time	MON	TUE	WED	THU	FRI	SAT	SUN
Session I Begin___ End___	I Begin___ End___	I Begin___ End___	I Begin___ End___	I Begin___ End___	I Begin___ End___	I Begin___ End___	I Begin__ End___
Session II Begin___ End___	II Begin___ End___	II Begin___ End___	II Begin___ End___	II Begin___ End___	II Begin End___	II Begin___ End___	II Begin__ End___
Session III Begin___ End___	III Begin___ End___	III Begin___ End___	III Begin___ End___	III Begin___ End___	III Begin End___	III Begin___ End___	III Begin__ End___
Total hrs__	___	___	___	___	___	___	___

Name ______________________________

IGP
Individual
Career Plan

Career Skills Builder III

School-Based Learning

Career Skills Checklist

Use this activity to help insure that you have the skills to develop educational plans and career goals. When you demonstrate specific skills, you will check them. Keep this form in your Individual Career Plan folder so you can assess your skills each year. Provide examples or comments to document your understanding.

Student
(please check)

☐ I have updated (and changed, if needed) my Career and Educational Planners (9_____) (10_____ (11_____) (12_____)

☐ I know my interests and work traits. ______________________________

☐ I know and can describe my academic strengths. ______________________________

☐ I know how to locate and use career information resources. ______________________________

☐ I understand various career clusters. ______________________________

☐ I can describe the educational programs available to me. ______________________________

☐ I know the high school graduation requirements. ______________________________

☐ I know the educational requirements to reach my chosen career goal. ______________________________

____

☐ I understand labor market trends for my chosen career goals. ______________________________

☐ I have discussed my current educational plans and career goals with my parents/guardian and a counselor/teacher. ______________________________

☐ I can identify local job opportunities. ______________________________

☐ I can identify non-traditional career options. ______________________________

☐ I can identify job-seeking and application skills. ______________________________

☐ I have discussed my post-high school plan with my parents/guardians and teacher counselor.

____

☐ I have taken action on my post-high school plan. ______________________________

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HIGH SCHOOL APPENDIX VIII/4B

Name ______________________________

ICP
Individual
Career Plan

Career Skills Builder II

Work-Based Learning

Occupational Skills

Use this activity to record work-based experiences that relate to your career goal or to identify those work-based experiences you would like to have. As you write a brief description in the appropriate space, indicate whether it is a goal or an actual experience. You may include longer reports of your actual experiences separately in your ICP.

Exploration/Job Shadowing

Mentoring

Internship

Service/Community Learning

On-the-Job Training/Work Experiences

Tech Prep; Vocational and Technical; Apprenticeship Training

HIGH SCHOOL APPENDIX VIII/4C

ICP
Individual
Career Plan

Assessment Record

A record of the assessments that you have taken is an important tool to use to guide you on your career path. Record the results of tests and assessments that you have taken in the appropriate areas. Identify the grade level, instrument and results with any comments you may have.

Proficiency Tests	Career Interest	Career Aptitude	Other
9th Grade (requirement met) Reading ____ Writing ____ Math ____ Citizenship ____ Science ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____
12th Grade (requirement met) Reading ____ Writing ____ Math ____ Citizenship ____ Science ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____
Comments:	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____	Grade Level ____ Instrument ____ Results ____ ____ ____ ____

ICP
Individual
Career Plan

Career Skills Builder III

Career Passport Activity

SCANS Competencies

(Secretary's Commission on Achieving Necessary Skills)

Listed below are five competencies necessary for workplace success as identified by SCANS research. Use this activity to describe your abilities to perform school-to-work skills. As you demonstrate specific skills, write a brief description in the appropriate space.

Resources: Identifies, organizes, plans and uses resources and time effectively.

Interpersonal: Works as a team member, teaches others, serves customers, leads, negotiates, and works successfully with people from culturally diverse backgrounds.

Information: Acquires and uses information and data, organizes and maintains files, interprets and communicates, and uses computers to process information.

Systems: Understands complex interrelationships, monitors and corrects performance and improves systems.

Technology: Works with a variety of technologies and applies technology to specific tasks.

HIGH SCHOOL APPENDIX IX/1

NOTE-TAKING SKILLS COMPONENTS

- Mapping: instead of using numbers and letters to organize notes in a linear manner, make a diagram of what was heard or read. Circle points and draw lines with arrows to show relationships of ideas.

- Imagery: formulate mental pictures of important ideas in the lecture or text. E.g., while reading geography, imagine the climate, surroundings, and what it would be like to visit or live in the location.

- Summaries: prepare notes following the completion of a section and put what you read or heard in your own words.

HIGH SCHOOL APPENDIX IX/2A Continued

A TEST-TAKING TEST

Directions: Circle the number that best describes your test-taking skills.

Always	**Most of the time**	**Some times**	**Hardly ever**	**Never**	**Part One: on using time wisely (with a clock or watch)**
5	4	3	2	1	1. I know how long I have to complete a test.
5	4	3	2	1	2. I look over the entire test before starting.
5	4	3	2	1	3. I work as fast as possible, omitting items that stump me.
5	4	3	2	1	4. On standardized tests, I work as fast as I comfortably can, knowing the most difficult items are usually last.
5	4	3	2	1	5. I allow some time to look over my answers.
Always	**Most of the time**	**Some times**	**Hardly ever**	**Never**	**Part Two: on reading directions and questions carefully**
5	4	3	2	1	1. On some standardized tests (Ex: SAT, ACT) I become familiar with the types of questions and directions in advance.
5	4	3	2	1	2. On teacher-made tests, I ask the teacher at least a day before the test what kinds of questions will be on the test—such as how long it will be, whether it is objective or subjective, what material will be covered, how much it counts toward my grade.
5	4	3	2	1	3. I pay attention to those parts of the directions that tell me how to take the test, such as the number of questions I have to answer, or whether I can choose my questions.
5	4	3	2	1	4. I take any practice questions seriously.
5	4	3	2	1	5. I keep the directions in mind when I answer the test items; for example, I notice things like *Choose the incorrect answer.*
5	4	3	2	1	6. I read the question as it is, not as I would like it to read.
5	4	3	2	1	7. I pay attention to key terms; for example, I notice whether the math problem says *ounces* or *pounds*.
Always	**Most of the time**	**Some times**	**Hardly ever**	**Never**	**Part Three: on taking essay exams**
5	4	3	2	1	1. I know the meaning of key words for essay exams—compare, contrast, differentiate, analyze, relate, criticize, evaluate, interpret, discuss.

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HIGH SCHOOL APPENDIX IX/2B

Always	Most of the time	Some times	Hardly ever	Never	Part Three: on taking essay exams (cont.)
5	4	3	2	1	2. I look over my notes to see if I can make up test questions using the above key words when I study for essay exams.
5	4	3	2	1	3. I read all the essay items before I start writing, jotting down some thoughts in the margins while ideas are still fresh in my mind.
5	4	3	2	1	4. I start with the easiest questions first; I work fast and organize my thoughts (again, maybe in the margin).
5	4	3	2	1	5. I write something for every essay question I am asked to answer, even if I don't know a thing about it.
5	4	3	2	1	6. I answer questions neatly because I know that sometimes teachers grade a little higher if they can read it easily.

Always	Most of the time	Some times	Hardly ever	Never	Part Four: on taking sentence completion items
5	4	3	2	1	1. In sentence completion where I must recall an answer, I try to make it logically consistent with the rest of the sentence.
5	4	3	2	1	2. On these items, I look for grammar as a clue (a, an).
5	4	3	2	1	3. I consider the number and length of the blanks to be filled in.
5	4	3	2	1	4. If all else fails, I guess.

Always	Most of the time	Some times	Hardly ever	Never	Part Five: on taking objective tests (multiple choice, true-false, and matching)
5	4	3	2	1	1. On objective tests, I choose the answer the test-maker intended, not one I'd make up to answer the question.
5	4	3	2	1	2. I anticipate the answer to a question and then look for it.
5	4	3	2	1	3. I consider all the alternatives on a multiple choice test since the first ones are likely to be attractive *decoys*.
5	4	3	2	1	4. I use logical reasoning—eliminating incorrect items and then concentrating on the possible answers.
5	4	3	2	1	5. I look for specific words which can determine the answer to a question: always, never, rarely, usually, none.
5	4	3	2	1	6. I guess if I have more to lose by not guessing.
5	4	3	2	1	7. I don't look for flaws in the test—it just wastes time and may ultimately confuse me more than enlighten me.

The above questions are hints on good test-taking. If you answered *always* or *most of the time* to these questions, you are a good test-taker.

HIGH SCHOOL APPENDIX IX/2B

EFFECTIVE WAYS TO PREPARE FOR TESTS

1. Prepare for three kinds of questions: completion, multiple choice, and true/false.
2. Predict questions you think are going to be asked by reviewing your notes and the text.
3. Perhaps by working with a classmate or in a small group, prepare a practice test for the other classmate or study group members. Take turns making up and taking practice tests.
4. Find out from the instructor if you will be penalized or not for mistakes. This way students learn when to guess or not.
5. When answering some multiple choice questions, you can use the process of eliminating unlikely answers.
6. The answer to some questions may be contained in another.

ESSAY TESTS

1. Prepare for essay tests by going through your notes and studying the points that were emphasized. From this you can predict possible questions and answer them.
2. If you have lists of people or things in your notes or text, this may indicate a short answer question. These questions may be written: list name, define, describe, etc.....
3. If the notes or text describes the steps of something, you might prepare for a trace question that may say "Trace the development of ..." or "Outline the process of..."
4. If the notes or text compare and contrast two things, the type of essay question to predict is a compares and contrasts question. This type question may begin: "Show the similarities and differences between..."
5. If the notes or text discuss the effect of one thing on another or an event's significance, you might expect a cause and effect question that may begin: "Discuss the significance of..." or "Trace the cause and effect of..."
6. Budget your time carefully. Preview each essay question before starting to write. Decide how much time you can spend on each essay question. Organize your thoughts for each question before writing.

HIGH SCHOOL APPENDIX X/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX X/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX X/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____________________

Team Members: ____________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check Developed Areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIII/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIII/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____________________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIII/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor' of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XIV/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XV/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XV/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XV/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ____

Team Members: ____

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XVI/1

GUIDANCE: TEAM EVALUATION CHART

Instructor ____________________

Team Members: ____________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XVI/2

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
Apathetic		
Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

HIGH SCHOOL APPENDIX XVI/3

GUIDANCE: TEAM EVALUATION CHART

Instructor ______________________________

Team Members: ______________________________

The steps for the development of the presentation were

Area	Not Completed	Completed
Topic selected		
Research conducted		
Tasks defined		
Equipment used		
Draft developed		
Practice session one		
Evaluation		
Practice session two		
Presentation		

The presentation tasks were

Area	Not Completed	Completed
Individuals understood task		
Individuals performed task		
Task list developed		
Individuals designated		

The presentation provided for the following learning styles:

Area	Describe
Kinesthetic	
Visual	
Auditory	

Put student names by best descriptor of her/his participation.

Check Areas for Referral	Counselor Referral	Parent Conference Request
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Disrespectful		
Disruptive		
Irresponsible		

Check areas for improvement

Minimal task oriented dialogue	
Respectful of others	
Listens for understanding	
Shows minimal level of responsibility for meeting goal	

Check developed areas

Interactive and organized task-oriented dialogue	
Respectful of others and works toward compromise	
Listens for understanding to contribute to group effort	
Shows responsibility for meeting goals	

You may wish to duplicate this evaluation sheet for each team.

Guidance Curriculum Resource
CORRELATION WITH OTHER DOCUMENTS

	COMPETENCIES	BLUEPRINT	NOICC	FAMILY AND CONSUMER SCIENCES OCAP COMPETENCIES
DOMAINS	• Knowledge of importance of self concept	• Structured means by which students gain knowledge of, understand, and express themselves	• Knowledge of the importance of self concept	• Enhance personal development of self and others • Enhance self esteem of self and others
PERSONAL/SOCIAL	• Skills to interact appropriately with others		• Skills to interact with others	• Choose ways to express sexuality responsibly • Form healthy, caring relationships with peers • Manage conflict • Build and maintain constructive interpersonal relationships
	• Understanding of the importance of growth and change		• Knowledge of the importance of growth and change	• Manage stressful situations • Form healthy, caring relationships with family members • Choose ways to express sexuality responsibly • Develop a life management plan
	• Understanding of importance of responsibility for themselves and management of the environment	• Encouragement of and responsibility to citizenship within the community		• Manage resources to achieve personal goals • Identify ways to take responsibility for living in a global environment
	• Understanding of the interrelationship of life roles		• Knowledge of the interrelationships of life roles	• Coordinate personal and career responsibilities for well-being of self and others • Establish a plan for using resources to meet individual and family needs and goals
	• Development of cross cultural effectiveness			
	• Development of understanding and respect for differences			
EDUCATIONAL	• Development of an educational program that fulfills individual educational goals and objectives	• Process by which one uses all information to relate educational choices to future career goals		• Formulate a plan to achieve career goals
	• Development of school/ classroom survival skills	• Methods that enable students to measure and interpret achievement, aptitude, interest,s and personality		
	• Development of the motivation to achieve		• Knowledge of the benefits of educational achievement	
	• Understanding of the educaional requirements, options, and opportunities			
	• Development of critical thinking and problem solving skills	• Process of developing plans specific to a determined outcome	• Skills to make decisions	
CAREER	• Understanding of the relationship between work and learning	• Work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in employment	• Understanding the relationship between work and learning	• Develop strategies for lifelong career planning
	• Development of skills to understand and use career information	• Experiential opportunities to explore career options related to individual's choice	• Skills to locate, understand, and use career information • Understanding the process of career planning	
	• Development of the awareness of how work relates to the needs and functions of society	• Current and specific data concerning the world of work • Information relating to income, work, and economic concepts to individual career choice and money management • Information related to social, economic, and technological changes and the individual's need to adapt to those changes	• Understanding how work relates to the needs and functions of the economy and society	
	• Understanding of the different occupations and changing male/female roles	• Expansion of individual career choices, based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap	• Knowledge of different occupations and changing male and female roles	

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